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**LEADING CHANGE IN TEACHERS' INTERCULTURAL COMPETENCE IN
FINNISH VOCATIONAL EDUCATION ORGANIZATIONS**

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TIIVISTELMÄ

Globalisaation seurauksena monikulttuurisuus on kasvava ilmiö suomalaisessa yhteiskunnassa ja sen vaikutukset heijastuvat myös ammatillisiin koulutusorganisaatioihin. Kulttuurienvälisyysosaaminen (Intercultural Competence) on laajasti nähtynä kokonaisvaltainen lähestymistapa, joka ohjaa ihmisen ajattelua ja toimintaa. Se sisältää erilaisia taitoja ja kykyä toimia herkästi ja tehokkaasti erilaisuuden maailmassa. Tässä tutkimuksessa tarkastellaan monikulttuurisuuden vaikutuksia ammatillisille koulutusorganisaatioille ja opettajan kulttuurienvälisyysosaamiselle sekä muutoksen johtamiselle.

Tutkimuksen tavoitteena on löytää vastauksia kysymykseen, miten monikulttuurisuus ja sen vaikutukset opettajan kulttuurienvälisyysosaamiseen otetaan huomioon johdettaessa neljää suomalaista ammatillista koulutusorganisaatiota. Lisäksi tarkastellaan, mitkä ovat tärkeimmät johtamisen haasteet suhteessa monikulttuurisuuteen ja opettajan kulttuurienvälisyysosaamiseen. Tutkimuksen teoreettinen viitekehys muodostuu aikaisempien tutkimusten käsityksistä muutokseen ja muutosjohtamiseen sekä kulttuuriperusteisiin käsitteisiin kuten kulttuurienvälisyysosaaminen ja monikulttuurisuus.

Tämä tutkimus edustaa lähinnä tapaustutkimusta, jonka laadullinen tutkimusaineisto on kerätty haastatella jokaisen neljän koulutusorganisaation kolmea edustajaa, rehtoria, koulutuspäällikköä ja opettajaa. Tutkimusaineiston analyysissä on käytetty vertailevia lähestymistapoja. John P. Kotterin kahdeksan askeleen muutosjohtamisen malli on tämän tutkimuksen tärkein teoreettinen työkalu, jonka avulla tarkastellaan ja analysoidaan monikulttuurisuudesta aiheutuvaa muutostarvetta opettajan kulttuurienvälisyysosaamisen johtamisessa. Lisäksi Kotterin mallin avulla identifioituvat koulutusorganisaatioiden ja johdon tärkeimmät haasteet suhteessa monikulttuurisuuteen ja opettajien kulttuurienvälisyysosaamiseen.

Tutkimuksen tulokset osoittavat, että monikulttuurisuudesta aiheutuvia vaatimuksia opettajan kulttuurienvälisyysosaamiseen tunnistettiin kaikissa koulutusorganisaatioissa, mutta missään organisaatiossa kulttuurienvälisyysosaamista ei pidetty opettajan tärkeimpänä osaamisalueena. Lisäksi missään koulutusorganisaatiossa opettajan kulttuurienvälisyysosaamista ei johdettu täysin tutkimuksen muutosjohtamisen mallin mukaisesti. Sen sijaan koulutusorganisaatiot integroivat opettajien kulttuurienvälisyysosaamisen kehittämisen osaksi muuta johtamista, kukin omalla intensiteetillään ja tyylillään.

Johtamisen haasteista tärkeimmäksi nousi Kotterin mallin viidennen askeleen teema esteiden poistamisesta asetettujen tavoitteiden saavuttamiseksi. Eli tässä tutkimuksessa, miten koulutusorganisaatioiden johto vahvistaa ja rohkaisee opettajia kehittämään kulttuurienvälisyysosaamistaan vastaamaan monikulttuurisuudesta johtuviin vaatimuksiin.

AVAINSANAT: Muutosjohtaminen, koulutusorganisaatio, ammatillinen oppilaitos, rehtori, kulttuurienvälisyysosaaminen, monikulttuurisuus, opettaja

1. INTRODUCTION

Multiculturalism, due to worldwide globalization, is an increasing phenomenon everywhere in the world. People in societies, public and private organizations are confronting a spectrum of cultural diversity in its numerous forms face-to-face locally or in a virtual context globally. Knowledge about cultures is needed to provide a better understanding and means of communication where different beliefs, values and ways of speaking and behaving are encountered. Accordingly, intercultural competence has become, and is, a crucial core skill for today, especially for young people. Hence several international and national educational reforms and policies proclaim a special attention to intercultural education and the development of intercultural competence. Also in Finland, cultural literacy has been outlined as an aim of global education by the Finnish National Board of Education. (Salo-Lee 2007: 73–75.)

Finland can be considered a multicultural country even though its number of immigrants is fairly low when compared to other European countries. However, according to Statistics Finland, the number of immigrants has increased 0,8% from the year 1990 to the year 2015, totaling 6,2% of Finland's population. At the time of writing this thesis in 2015-16, a critical debate arose on Finland's immigration and refugee policy due to the large number (32 476) of refugees that entered the country in 2015 in comparison to the number (3651) of refugees in the corresponding period in 2014. (Tilastokeskus 2017)

Multiculturalism and intercultural influences have an effect on all people in educational organizations. A student is supposed to acquire knowledge about intercultural necessities regarding his or her profession as well as general information to become a citizen with intercultural awareness in a multicultural society. As for a teacher, s/he already needs to have intercultural competence developed to meet intercultural competence teaching requirements at a professional level. And further, principals and managers in education management, besides having met their personal intercultural competence requirements, also have an overall responsibility to manage and develop intercultural competence growth to cover everyone and everything at the organizational level.

The earlier research

An overview of earlier studies indicates that teachers' intercultural competence in Finnish vocational education organizations has not been researched from the managerial point of view; also very little research has been conducted in the vocational education context in Finland. Nonetheless, multiculturalism and intercultural competence have been studied in various educational contexts in Finland; for instance Katri Jokikokko's (2010) research *Teachers' intercultural learning and competence* opens and outlines views on teachers' intercultural competence in the Finnish context.

Salla Määttä's (2008) research introduces *Teachers' perceptions of multicultural education and their competence to teach children from different cultural backgrounds*. Furthermore Heini Salopelto (2008) represents one way to develop teachers' intercultural competence: *Intercultural competence through drama: A teaching experiment*. The latest study to touch the same theme is Kaisa Kivelä and Maarit Miettinen's (2014) university of applied science level report of how skills and practices of multicultural pedagogy have been improved in vocational education organizations in Finland.

As this study takes place in educational management and in the context of leading change, the most relevant research concerning this study is as follows. Marjo Kyllönen's (2011) research about education and management in the future (*Tulevaisuuden koulu ja johtaminen*), which illustrates visions of developing leadership and education organizations in the future. Vesa Raasumaa's (2010) represents principals' knowledge management as part of pedagogical management in his research *Perusopetuksen rehtori opettajien osaamisen johtajana*. Furthermore, Ilpo Ojala's (2003) research *Managerialism and education management* represents managerialist tendencies in the Finnish educational public sector.

Referring to the earlier studies, this study expands and enriches them in two ways. Firstly by its attention to the management of the development of teachers' intercultural competence, secondly by its specific focus on Finnish *vocational* education. Moreover, according to the statistics, there were 137 (Tilastokeskus 2017) vocational education or-

ganizations in Finland in 2015, so it can be assumed that there are lots of possibilities for the organizations to confront some managerial challenges related to multiculturalism. As to the previous research, e.g. Seppälä-Pänkäläinen (2009) indicates multiculturalism shapes practices in managing the education organizations. Consequently it can be believed to effect more than 209 000 students and their teachers and other staff involved in the organizations. As stated by the Finnish National Board of Education (2017), more than 40 % of the relevant age group starts vocational upper secondary studies immediately after basic education. Owing to the reasoning presented above, the research topic is considered relevant to be studied.

1.1. The goal of the research and the research questions

This study represents a qualitative comparative case study research concerning Finnish vocational educational organizations. The four case organizations represent the largest education providers measured by the number of students in Finland (stat). The goal of the study is to investigate how multiculturalism and its requirements for teachers' intercultural competence are managed in vocational education organizations. The theoretical framework of this research is based on a synthesis of the respected management theory by John P. Kotter (1995) with other chosen culture related educational sources. Kotter's eight-step change model is used as a foremost concept to demonstrate how to lead the change process and strategy implementation of teachers' intercultural competence in vocational educational organizations in Finland.

The study further aims to explore managerial challenges in the chosen education organizations; it discovers whether and how perspectives about leading change in teachers' intercultural competence vary between principals and education managers of educational organizations and their subordinates, teachers. For data analysis and discussion, Kotter's leading change model is used as a framework, a reflection board, to identify the most important challenges for management in doing so.

The research questions of this study are the following:

1. *How are multiculturalism and its requirements for teachers' intercultural competence taken into account in managing Finnish vocational education organizations?*
2. *What are the most important challenges for management in relation to multiculturalism and teachers' intercultural competence in Finnish vocational education organizations?*

The research questions above are sought answers by themed, semi-structured face-to-face interviews. The chosen interviewees represent both the managerial level (principals or education managers) and the pedagogical level (teachers) in the organizations. In addition, organizations' policy documents related to interculturalism are examined accordingly. As to the qualitative data, it is analyzed and compared both directly to the other cases (direct comparison) as well as separately to the theoretical model of this study (indirect comparison). Descriptive texts with some matrix are used to illustrate the results achieved.

1.2. The structure of the thesis

The thesis consists of six chapters and it is arranged in the following way. The first chapter creates an introduction for this study by illustrating the background and reasoning as well as the earlier research relevant to this study. The goal of the study with the research questions are represented in this chapter too.

Chapter two, *Multiculturalism engages Finland's educational system*, covers theoretical approaches to the culture related terms and concepts that are used in this study. Firstly, culture as an essential term is discussed widely in order to open up the multiplicity concerning that term. Secondly, the culture related terms that are linked to Finnish education are illustrated in order to show the cultural development and influences on educa-

tion in today's Finland. Chapter two finishes by representing and defining teachers' intercultural competence as the concept is understood in this study.

Chapter three, *Leading change in education organizations*, illustrates the larger managerial context for this study. The key terms are defined and approaches to management in education organizations are represented. The concept of change and change models are introduced with the rationale for choosing the change model used in this study. Kotter's eight step change management theory is explained as originally launched in 1995. Then a description how the context bound tool is used in theorizing, i.e. applying the change model in the educational context, is illustrated. As a note to the reader, the results chapter five continues to describe applying Kotter's model to the educational context by interpreting each step of the model alongside the corresponding empirical results.

Chapter four, *Carrying out empirical research* outlines, the research strategy for this study; how the empirical research is conducted with the reasoning for the methodological choices made. Also the case organizations and the research subjects are introduced. After that, the data and data analysis are widely represented. Finally, consideration is given to the reliability and validity of this research.

Chapter five, *Multiculturalism and teachers' intercultural competence led according to the 8-step model*, introduces the rich qualitative results of this study. The results are arranged according to Kotter's eight step change model in such a way that it is easy to follow both the theoretical model as well as its application to the educational context of this study. Accordingly, the results are distinguished by steps in the table of contents; the reason it is longer than the table of contents associated with other chapters.

The final chapter, *Conclusions*, consists of the summarized results with the key findings that are reflected against the theoretical model in order to reveal how change in teacher's intercultural competence was led by management in this study. Accordingly the managerial challenges are revealed step by step for the reader followed by an analysis of whether managerial actions taken were in line with the model. Finally brief consideration is given to the change model used with possible ideas for future studies.

2. MULTICULTURALISM ENGAGES FINLAND'S EDUCATIONAL SYSTEM

At the very core of this study is the word *culture*, and an idea that an understanding of culture, as part of one's competence, needs to be learned, and therefore taught and also managed in Finnish vocational education organizations. Chapter two starts by representing those culture related terms that are used in this study. Firstly, the concept *culture* is described by two different and fairly oppositional definitions in order to highlight how intricate and fluctuating the concept is.

Secondly there is an introduction to the culture related expressions that emerge within the Finnish educational context. Those terms outline the development of culture related education in Finnish national core curricula to date. Thirdly, diverse approaches to teachers' *intercultural competence* are represented and a definition for this study is given. It is to be noticed that teachers' professional competency criteria as civil servants are not discussed within this study; only the intercultural aspect of the competency is included.

2.1. Definition of culture

Culture as a concept has its origin in the Latin word *cultura*, which means "a cultivating, agriculture", to the letter "the tilling of land", and symbolically "care, culture, an honoring". Also the past tense verb form *colera* represents "tend, guard, cultivate, till". "Cultivation through education" in a metaphorical context, was already authenticated around 1500 (Harper 2014). There are numerous definitions about culture to be discovered that vary and are somewhat overlapping or even conflicting (Salo-Lee 2007). So, despite culture being quite an old concept, its diversity, ambiguity and influences seem to have grown ever more complex in the twenty-first century.

The first definition about culture is Hofstede's explanation, where culture is regarded as "the collective programming of the mind which distinguishes the members of one human group from another" (1980: 25). Hofstede's views about culture are based on his

studies about different *national cultures*, and his four-dimensional model of cultural differences is widely used for indicating *cultural variations between nationalities* e.g. the way people think, value, feel and behave in different countries. Despite Hofstede's work being criticized, (e.g. McSweeney 2002) especially because of using nations as analysis units to differentiate cultural diversities, his idea is briefly illustrated below. This is because its nationality based terminology seems to match with the development of culture related education in Finland that is presented ahead.

Hofstede's model consists of four initial dimensional pairs as follows. Firstly, *individualism-collectivism* axes to describe to which degree individuals are integrated into groups and whether it is individual or collective interests and achievements that are reinforced by a culture. Secondly, a *power distance*, large versus weak, to illustrate inequality tolerance within a culture by less powerful members of a society. Thirdly, *uncertainty avoidance* relates to the level of acceptance of different kinds of unstructured, unclear or unpredictable situations in a culture. To what extent uncertainty and ambiguity are experienced at ease or as unpleasant. The fourth dimension is about *masculinity* versus *femininity* as characteristic of a culture to indicate either hard or soft social roles in a society and further on differences between women's and men's values. (Hofstede 1986: 306–308)

Another type of culture concept is represented by an American anthropologist, Goodenough, who outlined society's culture in the mid-sixties. Outstandingly, that definition about culture comprises only immaterial phenomena, a totality of knowledge excluding people, things, behavior and emotions (Goodenough 1964: 36). Later on in the 21st century, Goodenough redefined his definition about culture as follows:

“Just as no two people have exactly the same way of speaking what they perceive as their common language, so no two members of a community have exactly the same understanding of what they perceive to be their community's way of doing things, its culture. Thus people see communities as having languages and cultures, but, in fact, these are collections of individual understandings of what the languages and cultures consist of. As long as these differences do not get in the way of people living and working together (sometimes, indeed, they do), people ignore them and may be unaware of them.” (Goodenough 2003: 6-7.)

As shown above, Hofstede (1980) focused on groups and collectivity, whereas Goodenough (1964, 2003) emphasized individuals and their individual understanding of what was involved in cultures. Both Hofstede and Goodenough's perspectives can be recognized in the development of culturally related education in Finland as introduced next.

2.2. Growth of multiculturalism in Finnish education

National core curricula are formulated by the Finnish National Board of Education and it creates a general layout, a base for all further forms of education in Finland. Owing to that foundation, culture in an educational context is defined and described next. The terms *international*, *multicultural* and *intercultural* have appeared and developed in the Finnish curricula over the past few decades, starting ever since the comprehensive school reform. The concept of *international education* was first recognised based on the United Nations documents, UNESCO recommendations (1974) and a declaration (1995). As part of the Finnish national core curricula in the 1970's and 1980's (POPS 1970; POPS 1985), international education was integrated with ethical studies aiming to increase students' awareness of concern and responsibility on a global scale. (Räsänen 2007: 19.)

A variety of cultural perspectives were highlighted in the 1990's in the Finnish educational environment leading to active discourses about values and *multiculturalism*; a broader ethical framework was again taken from the United Nations' documents. In the 21st century, according to the Finnish national core curricula (2004: 12), multiculturalism was more visibly recognised and encouraged with relation to Finnish culture as follows: "*The underlying values of basic education are human rights, equality, democracy, natural diversity, preservation of environmental viability, and the endorsement of multiculturalism.*" And ten years later, multiculturalism arises even stronger than ever from the Finnish national core curricula (2014: 16) as part of its value base "*cultural diversity as richness*".

Finnish education and training policy are also partly directed by the European Union. The terms cultural awareness and expression along with *intercultural competence* are among the key competences for life-long learning recommended by the European Parliament and the Council. Consequently the objectives defined for those core skills were included in Finnish national core curricula. (2006/962/EC). According to the UNESCO (2006: 17) definitions, interculturalism is dynamic action and it refers to honoured dialogues between people with different cultural backgrounds. And further, interculturalism descends by the multicultural interaction of local, regional, national and international cultures. For the purpose of this study, *intercultural* will be the key term used to determine one's cultural competency and it was regarded as having developed in the Finnish educational context according to the figure 1 .

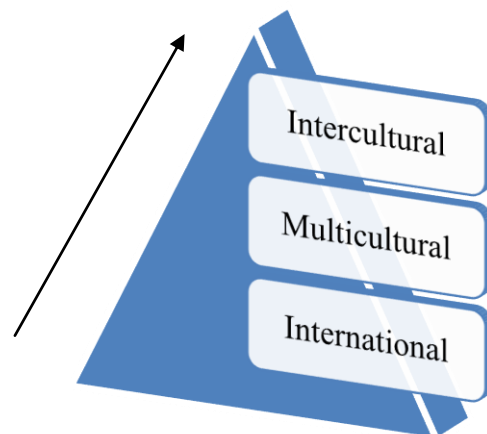


Figure 1. Development of culture related terminology in the Finnish Curricula.

2.3. Teachers' intercultural competence

As shown above, culture related terms were accepted, defined and gradually integrated with the Finnish national core curricula in educational organizations. Accordingly, intercultural competence has also become part of teachers' professional competence in the educational context. However, as to intercultural learning and competence development as closely related concepts to intercultural competence, within this study, it is not possi-

ble to open them theoretically more. According to Matinheikki (1999) in the Finnish educational context, teachers' multicultural learning is mainly obtained in teacher education or through courses in further education, but multicultural qualifying develops best by experimental learning. So, next the aspects of teachers' intercultural competence are introduced and the concept is also defined.

Teachers' intercultural competence consists of many elements. According to Talib (2002: 130–132), teachers' multicultural professionalism includes having awareness of how students' cultural backgrounds influence communication and learning, and the skills to recognise similarities and differences in behavior between cultures. However, being culturally aware is not enough. An interculturally competent teacher also needs to focus his or her attention on students' mental wellbeing or problems; and further on students' possible learning difficulties. Moreover, Talib (2002) suggests that teachers' proficiency in managing uncertainty and confronting various contradictions with a positive attitude are key aspects of multicultural professionalism.

More perspectives for teachers' intercultural competence are presented by Jokikokko (2010: 53–54), who has created a general model to describe intercultural competence in different educational contexts. Although based on a number of previous international models and ideas about intercultural competence, the core of Jokikokko's model is based on her research into teachers' work in the Finnish educational context. Due to that background, Jokikokko's model was chosen to represent a framework for teachers' intercultural competence in this study. The model consists of four overlapping dimensions within an ethical basis of intercultural competence as illustrated in the figure 2.

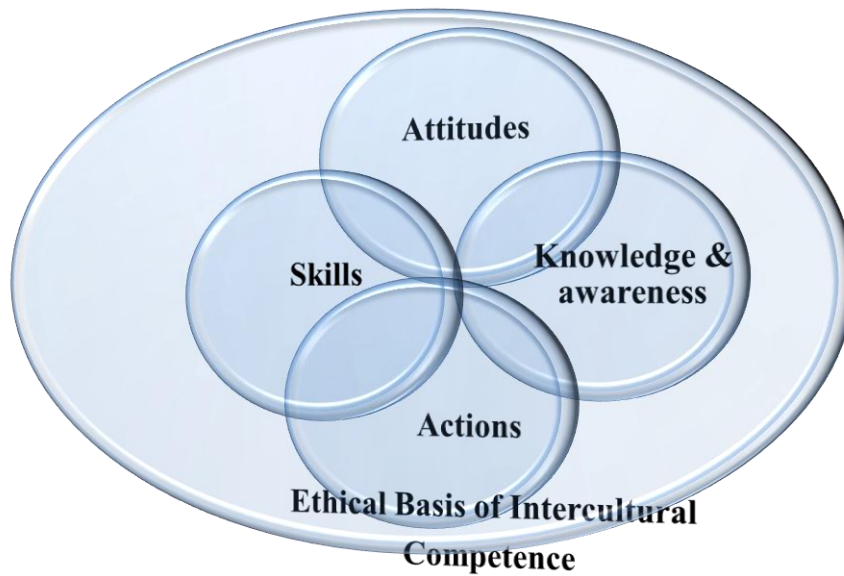


Figure 2. Dimensions of intercultural competence (adapting Jokikokko 2005: 93).

The four dimensions of intercultural competence are *attitudes*, *knowledge and awareness*, *skills* and *actions* that are all strongly and mutually dependent by sharing a common ground in the ethical basis of the model. The first dimension, the attitudes towards diversity in general are regarded as the most complicated and the most durable ability of intercultural competence. As to the second dimension of the model, knowledge and awareness they are regarded as very much interconnected and mutually dependent. The third dimension refers to skills that are often involved in communication like language skills and all other visible abilities to handle multicultural encounters. The fourth dimension has a focus on committed actions against discrimination and racism in all its forms. As briefly defined above, each dimension represents its own important proficiency, but all of them are required for successful intercultural interactions. (Jokikokko 2005: 89–97.)

In this study, intercultural competence is understood as defined above. It is chosen based on its human capital element, a skill which can be learned and developed. As stated by Jokikokko (2005: 89), “intercultural competence can be considered rather as a philosophy and not merely a multidimensional ability to act in various situations, or,

perhaps, both”. The multifaceted definitions of intercultural competence will be the focus of the forthcoming qualitative, comparative, empirical research concerning *leading change* in teachers’ intercultural competence that will take place in the Finnish vocational education organizations.

3. LEADING CHANGE IN EDUCATION ORGANIZATIONS

Chapter three introduces the larger managerial context for this study. Firstly a theoretical design of an organization is briefly outlined together with its application to vocational education organizations. The concepts of management and leadership with the associated terms used are also defined. Secondly, due to the multifaceted base multiculturalism lays on this research, diverse approaches to managing intercultural competence are briefly touched on. Consideration has been given to the following models: education-, knowledge-, pedagogical and change management.

Of these models, change management has been chosen for the main concept for this study. Owing to that, the concept of change is introduced. However, due to its large conceptual content, only the central elements of change are briefly highlighted with references to multiculturalism and intercultural competence in an educational context. Finally, rational for the theoretical choices is given followed up with a description of Kotter's eight step leading change model, which is the most important source of this study.

3.1. Terms defined

An *organization*, and more specifically an education organization, is the contextual unit of this study. According to Scott (1987: 22), organizations are "collectives oriented to the pursuit of relatively specific goals and exhibiting relatively highly formalized social structure". That definition covers both public and private organizations. And further Salminen's (2009: 16) definition, which refers to an organization as a social unit or a group of people purposefully built and continuously re-built for a variety of goals and objectives. Salminen (2008: 11; 2009: 145) stresses that working together for a shared goal is central for an organization. Education is regarded as part of the welfare tasks in service organizations.

In this study, both public and private vocational education organizations are used as case units. However, ownership is not a relevant issue here, more crucial is that the selected organizations are controlled by the same legislation on Finnish vocational education and training (Finlex 1998); accordingly they share the same educational aims as vocational education providers. According to Statistics Finland (2016), there were 102 vocational education organizations in Finland in the year 2015. Finnish vocational education and training cover eight fields of education, and there are nearly sixty vocational qualifications available including more than a hundred different study programs. Vocational qualification studies take approximately three years to be completed (The Ministry of Education and Culture 2016: 20).

The larger framework of this study is management within Finnish vocational education organizations, and within this context, a more precise focus is on leading change regarding teachers' intercultural competence. All in all, this theme can be approached by two perspectives, that of *management* and/or of *leadership*. The distinction between the two can be exemplified by Kotter's (2009: 24) point of view as follows. *Management* refers more to concrete tasks managers do, for example planning, organizing and problem solving. *Leadership* is more about aligning with people, encouraging their motivation to follow the way set by a leader. This study includes elements of both perspectives defined above; however weight is put on leadership, owing to the main management theory used.

As to the associated terms manager and leader, Oxford Dictionaries define *a manager* as "a person responsible for controlling or administering an organization or group of staff" or "a person who controls the professional and business activities of a performer" (English Oxford Living Dictionaries 2016a). *A leader*, on the other hand, is "the person who leads or commands a group, organization, or country" (English Oxford Living Dictionaries 2016b). Professional terms principal and education manager that are used in this study do not refer to terms manager or leader as such. Rather, the term manager is used in this study, when both professions are represented in discussions.

3.2. Approaches to management in education organizations

As to managing education organizations, *education management* represents a specific type of management with the following characteristic features; it has a professional base due to teaching and it is linked with formal educational institutions (Ojala 2003: 28). Within that framework, managing intercultural competence in education organizations can be approached from a variety of perspectives. For example, Stenvall, Koskela & Virtanen (2011: 157–168) have represented eleven managerial contents as a framework for various types of management (Stenvall & Virtanen, 2010) of which four were identified as most important for public organizations.

Of those four, *knowledge management* and *change management* are the most relevant types of management in this study. However, due to the specific features public organizations have, it is difficult to reach managerial contents of public organizations by examining any of the managing models alone. According to Stenvall et al. (2011: 157–168), the focus concerning the content of managing knowledge or competency has moved from an individual needs level to match with the organizational goals. In other words, competency requirements need to be aligned with organizational strategies. As to change management it was presented to include managers at all levels in an organization.

Also Kyllönen (2011: 69 –71) has charted management areas that are considered significant for managing education organizations in the future. The proposed six types of management are the following:

- 1) Value management
- 2) Pedagogical management
- 3) Financial and administrative management
- 4) *Change management*
- 5) Shared management
- 6) Network management.

Kyllönen's interpretation about change management being an integral type of management, when changes and permanent learning must be involved in the whole education organization, supports the theoretical choices made in this study. Multiculturalism engages the Finnish vocational education organizations as a whole.

Further, in line with Kyllönen's perspectives, Raasumaa (2010: 275, 261) represents *knowledge management* to be part of wider *pedagogical management* for principals in educational contexts. That was determined by identifying and categorizing principals' know-how areas and finally combining them with the suitable management theories. According to Raasumaa, competency as a form of human capital in the educational or organizational context can be approached by *change management* theories. Despite the research being conducted in basic education organizations, its broad perspectives can be extended to cover many kinds of educational organizations. Also future orientated perspectives were presented by Kirveskari (2003: 48) who states that managing education organizations in the future, is more and more about managing communal and organizational processes. Referring to this study, leading intercultural competence through a change process can be seen as an example of this.

Finally, the Finnish Board of Education outlines in its educational reviews that education management today and in the future is based on a broad pedagogical leadership including the following four elements: 1) *constant change* 2) multiplicity of concepts 3) diverse networks and 4) difficulty of preparation. Principals are seen as pedagogical leaders, who are responsible for learning and competency development in their educational organizations. Interactive communication and development processes are regarded as part of pedagogical leadership. (Alava, Halttunen & Risku 2012: 4–5.)

3.3. Change in focus

The concept of change is introduced next; a brief historical opening gives a time frame of how long change as a phenomenon has been recognized. Reference to the concept of *change* can be found as early as the late 6th century before Christ, when Heraclitus, a

Greek philosopher who was born in c. 500 BCE, insisted that change was ubiquitous, ever-present in the universe. According to him, “everything is constantly changing”, a statement that can be regarded as applicable still in the 21st century. For example, Rainey (2014: 409) states that public organizations are on a continuous change due to political decision making. Also in the Finnish context, Virtanen and Stenvall (2014: 15) refer to the chain of changes that happened in the public sector over the past twenty years. Despite the variety of change and disparities regarding its visibility and impressiveness, change transforms public organizations, their structures and their ways of accomplishing the duties given.

This study takes place in the public organization context, except one organization, so keeping that in mind, approaches how change can be observed in public organizations are explored according to Salminen’s (2001: 33–34) representation. Firstly, changes are regarded as a kind of transformation from one space to another one; also stability can be regarded as a change, where a situation remains unchangeable. It is typical for these types of changes that factors coming from outside of an organization cause changes in organizations’ structure, processes and personnel. It usually takes a relatively long time to adapt the changes that are needed to an organization to match with renewed circumstances around. For example, organizations’ values and practices can be institutionalized based on organizational culture changes.

As to this study, increasing multiculturalism can be regarded as an above mentioned factor that has influenced Finnish vocational education organizations over a long period of time. As introduced in chapter two, multiculturalism has been engaged with in the Finish national curricula as time went by; accordingly changes in curricula have involved changes in requirements of teachers’ intercultural competence due to multiculturalism. Alternatively, those changes can also be regarded as another type of change Salminen (2001: 33–34) illustrates; change is seen as a reform that is consciously sought after, goal orientated and determinedly led. This type of change process concerns organizational structures, processes and human resources. In the short term, the change processes may appear as a reform and development work, however it may simply be

adaptation due to outside factors of an organization. In this study, organizations' reactions due to multiculturalism.

Daft (1986: 269–286) also classifies the types of change that organizations can go through in different characteristic groups. There are two relevant types of change related to this study in the classification. Firstly, *administrative changes* concerning the organization itself can influence its structural and hierarchical systems as well as the overall performance in management of the organization. The management of the organization is considered to be responsible for these types of changes such as organization policies, goals and recognition systems. In reference to this study, change management due to requirements on teacher's intercultural competence can be seen as an example of policy implementation in an educational context.

When referring to the other group of change, it consists of various *procedures related to human resources*, with a focus specifically on people at all levels in the organization. Changes regarding talents and styles in performance are brought about through personnel training and skills development. Similarly by the same methods, values and thinking can be reformulated to match with the needs of the organization. The human resource changes as well as the other types of changes are mutually dependent; a change in one results in a change in the others. (Daft 1986: 269–286.) Applying Daft's approach to change in the educational context of this study, teachers' intercultural competence can be regarded as performance skills generated by training and skills development.

Finally, change in an organization can also be approached by a temperature metaphor, where *cold and warm axes* define aspects concerning an organization or a change itself. Organizations that are qualified as cold are not willing to change naturally, instead, they are directed by rules and regulations closely linked to their organizational structures and control systems for achieving their planned outcomes. Conversely, so called warm organizations are more flexible with their common values and norms, but also with their comprehension about changes desired or required to benefit the organization. Equally, changes themselves can be characterized in terms of cold and warm. A very serious or a sudden negative situation concerning an organization is called a cold change, whereas a

warm change is collaboration between motivated people in the organization. (ten Have, ten Have, Stevens, van der Elst, Pol-Coyne 2003: 35.)

3.4. The rationale behind the change model

As shown above, in addition to several approaches to the concept of change there are many models regarding leading change in the educational context that were considered as theories for this study. For example *the three key aspects of leading change* model (Paton & McCalman 2000: 38–40.) or the *McKinsey 7-S frameworks* (Waterman, Peters & Phillips 1980: 17–25.) were thought about. However, those models were assessed as not being suitable for leading teachers' intercultural competence as an object of change. For one thing, the three key aspects model was considered as offering too few elements for the multidimensional research setting that this study is conducted in. For another thing, as to the McKinsey model of which organizational elements are: shared values, strategy, structure, systems, skills, staff and style, the model was seen merely as a means of implementing organizational strategies and then analysing relations between the S-elements.

Reasons for choosing Kotter's model were based on four main elements. Firstly, it was wanted to ensure that the model chosen was credible and well-respected. Kotter's model is one of the most well-known and time-tested models. Secondly, it was wanted to focus specifically on a model that was both about organizational change, about implementing change successfully in organizations, and about the leadership of change and change initiatives in organizations, from initial inception to successful completion. Kotter's model answers both these needs. Then, it was wanted to use a model that offered a step-by-step framework for leading successful organizational change. Kotter's model has this. And finally, a model was sought that could be applied on a practical level in the educational context. Kotter's model delivers this, too.

3.5. John P. Kotter's eight-step-model for leading change

John P. Kotter's original eight-step process for leading change, launched as an article in 1995, is a model to understand and implement organizational changes. The eight phases of the model are all significant. A reasonable timeframe is needed for successful change, whereas rushing and skipping some of the steps will not lead to the desired results. Kotter's eight step process has been slightly modified over the past few years based on the experiences that his firm of experts, Kotter International, has come across when implementing the process in several organizations. Kotter's original model is used in this study and is explained as follows:

The 8-step process for leading change

1. Establishing a Sense of Urgency
2. Forming a Powerful Guiding Coalition
3. Creating a Vision
4. Communicating the Vision
5. Empowering Others to Act on the Vision
6. Planning for and Creating Short-Term Wins
7. Consolidating Improvements and Producing Still More Change
8. Institutionalizing New Approaches (Kotter 1995: 61.)

The 1st step – establishing a sense of urgency

According to Kotter (1995), the organizational transformation process is initiated by presenting and illustrating signals for an imperative need for change in an organization. It is management's role to create a sense of urgency by awakening people in an organization to understand that the current situation needs to be refined. Observations on the organization's current situation being dangerous and requiring immediate transformation must be shared, and at least 75 per cent of the people in the organization must be convinced of that. Based on Kotter's research, less than 50 percent of organizations succeed with this seemingly simple starting point. However, energy and time are required

for this phase as careful preparation is crucial for successful change. (Kotter 1995: 60–62, 2009: 11.)

The focus of the first step is to provoke discussions on organizational future plans with a sense of exigency among all people at all levels of the organization. Reliable investigations about the organization's potential opportunities and risks in the future are undertaken to increase people's awareness and interest in relation to the need for change. Market research and competitor analyses are effective instruments to get people to think and talk, to realize rationales for moving from an organizational status quo towards the unsecure future. Even though it is challenging and risky to lead people out of their comfort zone, remaining in the present situation is even more dangerous. Regardless of emphasizing either positive or negative future visions, open and truthful information about unpleasant realities results in pressure for change. The catalyst for change is a sense of urgency spreading within the organization. (Kotter 1995: 60–62, 2009: 11.)

The 2nd step – forming a powerful guiding coalition

The second step of the process is to build a non-hierarchical group with a variety of skills and a shared commitment to lead the change efforts. A powerful guiding group is assembled of carefully chosen people, whose expertise and authority come from different organizational levels and from several sources; sometimes even specialists outside of the organization, e.g. important clients are included. Leadership and teamwork skills, as well as trust between the group members, are the attributes required of the key people to work as a team around the need for change. (Kotter 1995: 62–63, 2009: 11.)

Even though this key group may be an excellent combination of people with strong motivation, they need encouragement and visible support from the head of the organization for working as a team in a position of trust. The goal of the team is to further develop the sense of urgency and get other people involved to work together towards the change. The team being a powerful guiding coalition necessitates lots of energy and power for their performance in order to overcome the obstacles and resistance that are faced when working for change. (Kotter 1995: 62–63, 2009: 11.)

The 3rd step – creating a vision

A clear vision designed by the guiding coalition is a key word in the third step of Kotter's change process. The vision illustrates the future of the organization related to the changes wanted and has to be easily understandable and explainable in five minutes, preferably less, as a too complicated or fuzzy vision simply causes confusion. It should also attract both employees and interest groups outside of the organization. The vision has to be shaped in a way that leads the change efforts in the direction of successful transformation. (Kotter 1995: 63; Kotter & Rathgeber 2008: 125.)

When finally a powerful vision has been created, strategies with short term wins will be developed next. Once more the guiding coalition has a central role to be responsible for crafting concrete pathways towards the vision. Describing how the present situation will be different in the ideal future will help to clarify what employees are expected to do. The questions that arise require to be answered in a way that vision and strategies are realized in the same way by all people in the organization. (Kotter 1995: 63; Kotter & Rathgeber 2008: 125.)

The 4th step – communicating the vision

The new vision and strategies become connected into the organization by being repeatedly and intensively talked about by all means possible. Opportunities to communicate about the vision are many; formal organizational communication through electronic or paper channels can be used. A powerful way to influence people's minds and hearts is by keeping constant conversations about the change vision simple and light e.g. with the help of stories and by opening two-way communications. There are also numerous non-official ways to ensure the vision is embedded. The focus of this phase is simply to talk about the vision, and talk about it very much. When the vision has been bought into by the majority of people in the organization, possibilities to succeed in achieving the vision will increase. (Kotter 1995: 63–64; Kotter & Rathgeber 2008: 126.)

In addition to verbal illustration and creative discussion about the vision, concrete actions and behavior are needed at all operational levels. Especially, managers have an important role to walk their talk and indicate their commitment to the change. As for the guiding coalition, they have a strong exemplary position to inspire and demonstrate to people in the organization how to put the vision into practice. Acceptance and credibility for the transformation process are gained only by real deeds at all levels of the organization. (Kotter 1995: 63–64; Kotter & Rathgeber 2008: 126.)

The 5th step – empowering others to act on the vision

In the fifth step of the change process, it is crucial to recognize probable barriers that people are confronting when working for achieving the change. The obstacles related to organizational or system structures need to be refined, even totally changed or removed, if they conflict with the transformation vision. For example, too narrow job descriptions may inhibit innovative thinking and acting in a broader context according to the change. Or a power of attorney regarding positions may create personal contradictions; even organizational inducements may not correspond with the new vision but encourage performing against the vision. Thus, eliminating obstacles at the structural level of the organization is a powerful indicator that empowers and authorizes people to keep on working towards change. (Kotter 1995: 64–65; Kotter & Rathgeber 2008: 126.)

Similarly employees' mental blockages that prevent them working according to the new vision have to be acknowledged and discussed. Employees at all levels including individuals in managerial positions may think and behave in a way that is contradictory to the transformation vision. Reasons and motives for such performance may be founded on the individual's dissenting views about the necessity for the change or on the perception of a personal threat related to the transition. The guiding coalition can provide the organization with their assistance on dissipating mental blockages to some degree, but concrete administrative actions are needed, too. Regardless of the explanations behind individuals' mental causes, the most critical blockers must be diplomatically tackled and handled in accordance with the transition vision. (Kotter 1995: 64–65; Kotter & Rathgeber 2008: 126.)

The 6th step – planning for and creating short-term wins

It is management's active role to direct employees to succeed when implementing change efforts, and intentionally sought and planned short term wins are a key part of this, as they act as proofs and confirmation of achieving success. For example, quality developments or new product launches are concrete arenas for performance improvements. Quickly achieved outcomes, based on a calculated strategy, not on coincidental success, show that the change process is underway and is consistent with the vision. This prevents people losing sight of the long term wins and giving up, or even worse, joining the resistance, especially if the process will take years to be completed. Creating a sense of urgency for quick wins increases faith in the change process as a whole. (Kotter 1995: 65–66; Kotter & Rathgeber 2008: 126.)

Looking for ways for constant motivational encouragement is crucial at this phase of the process to keep staff in the organization acting on the transformation vision, but also to counteract the efforts that people who resist the change are making. To demonstrate this, undeniable and visible performance improvements are carefully recognized and consciously rewarded by management. Celebrating the short-term wins inspires and motivates employees to maintain their faith in change. (Kotter 1995: 64–65; Kotter & Rathgeber 2008: 126.)

The 7th step – consolidating improvements and producing still more change

Long-term goals will be achieved by a series of short term ones attained and rooted deep in the organization. However, it takes time even up to five to ten years for big changes to become a part of the organizational culture. Thus, perseverance is required for avoiding too early a victory declaring that may destroy a well-started change project. If the vision is too vague or the guiding coalition is not powerful enough, change projects are at a real risk of falling into regression. Therefore, after each small victory, moves towards change need to be accelerated and new short term goals found for keeping the sense of urgency alive and the energy level high. In order to ensure the change

coalition remains fresh and energetic, new leaders can be included in the group. The task of the guiding coalition is to exemplify the change process by continuous and target oriented actions. (Kotter 1995: 66–67; Kotter & Rathgeber 2008: 126.)

The 8th step – institutionalizing new approaches

New approaches have to be integrated within the organizational culture of the company, because only that way will the new changes endure. Once the changes have been adopted as “the way we do things around here” behavior by the employees, it is an indication that the new approaches are gradually converting into corporate values and social standards. Accordingly, Kotter (1995) recommends efforts to confirm institutionalizing change in the organization to ensure that employees clearly recognize the changes are as a result of new ways of thinking and behaving. Stories about success, e.g. performance improvements, related to change initiatives are very efficient if systematically repeated in several media by management. (Kotter 1995: 67; Kotter & Rathgeber 2008: 127.)

Equally, another important aspect of a lasting and successful organizational transformation process is to secure enough time for the regeneration of top management. Management development and succession are to support and lead continuing of the change process and therefore promotion requirements need to match with the renewed corporate culture; only one high level promotion based on the old corporate culture may destroy the achievements gained in the change process. When new leaders or employees are recruited into the organization, the envisioned change with its new values and social norms should be presented. (Kotter 1995: 67; Kotter & Rathgeber 2008: 127.)

3.6. Theorizing by the context-bound conceptual tool

In this study John. P. Kotter’s leading change model as illustrated ahead is regarded as a conceptual tool classified according to Llewelyn’s (2003: 662–667, 674–676) interpretation of theorizations in qualitative empirical research. There are five levels of theorizing of which conceptual tools present the fourth level, theorizing context-bound set-

tings. For example, particular social, organizational or individual phenomena can be described in their own settings like in schools or workplaces. Applying Kotter's model as a conceptual tool, it is possible to theorize and perceive conceptually the phenomenon in question, leading change in teachers' intercultural competence in the Finnish vocational education organization context. Citing Llewelyn (2003: 676) "context-bound theories offer an understanding of the setting for experience; they create meaning and significance through explaining relationships between phenomena."

Hence Kotter's model was chosen for this study as it offers the most applicable conceptual tool to approach dynamic and ever changing intercultural competence in education organizations. The model's grounding in the business context also offers an interesting additional perspective when applied to the public organizational context in Finnish vocational education (except one privately owned organization). Kotter's model's clear steps will be followed to bring clarity and guidance for the research into how teacher's intercultural competence as a subject of change is put through the leading change process in the chosen education organizations.

Before the detailed exploration of the methodology concerning this qualitative empirical study, the application of Kotter's model to this research is illustrated in figure 3. Although the original model was a linear step-by-step framework, in this study's context, it was seen as an ongoing process that is imaginarily going around step by step according to the eight themes introduced earlier.

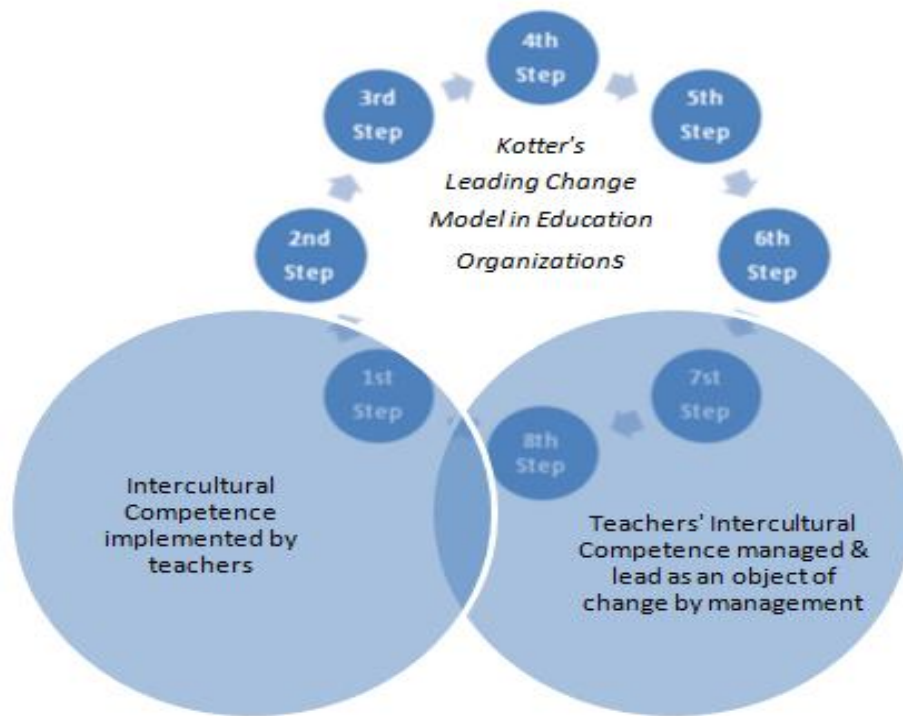


Figure 3. Kotter's model applied in the educational context (adapting Kotter 1995).

4. CARRYING OUT EMPIRICAL RESEARCH

This study represents a qualitative comparative case study research with a small number of cases. Four Finnish vocational education organizations are the cases of this study by providing multicultural contexts for an investigation into how multiculturalism and its requirements for teachers' intercultural competence were taken into account in managing the case organizations. And further, what are the most important challenges for management in relation to multiculturalism and teachers' intercultural competence in Finnish vocational education organizations. Research data for this study was gathered by qualitative methods of research, by interviews, which are regarded as appropriate tools to be used for pondering phenomena in an empirical context (Eskola & Suoranta 2005: 14–15). John P. Kotter's leading change model, as characterized above, was used as a theoretical background for data collection and as a reflection board for data analysis and comparisons.

Chapter four illustrates the chosen research process starting from the research strategy and the methodological choices made. A case study research approach, qualitative methods for data collection and comparative methods for data analyzing are all outlined firstly. Secondly, the case organizations and research subjects are described. After that data and data analysis are discussed in some detail. Finally, the reliability and validity of this study are considered in depth and highlighted from many aspects.

4.2. Research strategy

A research strategy consists of the chosen methodological decisions that are based on a task or/and a purpose of the study (Hirsjärvi, Remes, & Sajavaara 2009: 132–134). With reference to the traditional research strategies, this study is closest to case study research with a few case organizations. The empirical part of this study is conducted by qualitative research methods. However, due to a comparative approach that was wanted to take in data analysis of the empirical data, also definitions of comparative method policies

are acknowledged. Consequently, a mix of research methods are applied to this study for completing the task and the purpose set as follows.

The task of this study is to investigate how multiculturalism and its requirements for teachers' intercultural competence are taken into account in managing Finnish vocational education organizations. Accordingly, the purpose of the research is to survey, describe and compare the perspectives of the representatives about the most important managerial challenges that were met in four case organizations.

Case study research approach

According to Yin (2014: 2.), case study research is the preferred method for social sciences if certain relevant conditions are identified. Firstly, the main research questions are “how” or “why” questions. Secondly, the focus of the study is on current real-life events of which behavior a researcher has no or little control over. Case study research is regarded as useful when there is a desire to investigate, understand and explain social circumstances or how social phenomena work. The case study research can consist of either one case unit or numerous ones. The criteria for using case study research as stated by Yin, can all be met by this study.

As a variation, case study research can also be used as an evaluation method including both the features mentioned above, but also with certain conditions added. Firstly, a variety of evidence is taken into account in evaluation e.g. interviews and documents. Secondly, the evidence can include either quantitative or qualitative data, or both. And thirdly, the research design and data collection process is approached through an evaluation method. (Yin 2014: 220.) In this study, the case study research is advanced especially from an evaluation method aspect by having John P. Kotter's leading change model applied to the research. The model was considered as an exemplary model for managing teachers' intercultural competence in the case organizations. And likewise, the qualitative data gathered was analyzed, compared and reflected in relation to Kotter's change model.

Qualitative methods for data collection

The empirical part of this study is conducted by qualitative methods of research. According to Hirsjärvi, Remes and Sajavaara (2008: 156–162), the aim of qualitative research is to investigate and illustrate real life issues in a meaningful and structured way. Similarly, qualitative research tends to analyze the research subject most comprehensively, but taking into account that simultaneously all real life occurrences in turn influence each other due to their own changes. Thus several influences and correlations are originated from occurrences between them. Owing to that reason, qualitative research focuses on highlighting or revealing conditional facts, not confirming existing truths already known.

Qualitative research is a broad methodological approach including several research methods and types. However, when conducting qualitative research there are some general features, *a kind of family kinship* as stated by Dey (1995: 2.), between research orientations in common. For one thing, holistic data is collected in natural settings by using people as an instrument of data collection; methods that provide people with opportunities for their viewpoints or “voice” to be heard are used. For another, qualitative research is about revealing unexpected things, not about testing a theory or a hypothesis. And further, a researcher is not the one who determines what is important or not in research; instead people who participate in the research do that. (Hirsjärvi, Remes & Sajavaara 2008: 160.)

Comparative methods for data analyzing

A comparative approach for conducting research is highly recommended within social sciences. Hyryläinen (1995: 1–2.) raises a few advantages why comparative orientation is regarded as useful or even crucial. Firstly, comparing discloses information about how public services are organized. Secondly, comparing facilitates recognizing and better understanding of cultural diversity. As to this study, comparing various perspectives about challenges due to multiculturalism opens a view to explore and understand how the representatives of chosen case organizations face and overcome their multicultural

challenges in practice. And further, how multiculturalism and its requirements for teachers' intercultural competence were taken into account in managing public organizations (except one) in educational contexts.

Comparing, despite being based on other methods, is also a specific research method with two main focuses; one is to find social regularities within cases, and another is to understand specialties of individual cases. As to comparability between cases, there have to be at least two cases and enough convergences between them for a meaningful comparison. Thus, comparing is always about exploring and discussing differences and similarities; for example, geographical aspects or ownership (public – private) can be regarded as points of comparison. As to a comparative setting between cases, it can be either direct or indirect meaning that differences or similarities of cases can be considered between them, or against a theoretical model. (Hyryläinen 1995: 4–6.)

Conditions concerning comparability in this study as stated above can be met as there are four organizations which are more than two cases that are needed for a sensible comparison. In addition, the cases share both direct and indirect comparative settings; education organizations are indirectly compared not only against Kotter's leading change model, but through the framework of the model, cases are directly compared to each other. Comparisons on both ways are based on the perspectives of organizations' representatives on three hierarchical levels which are principals, education managers and teachers. The choices of cases, compared in this study, are explained next and the choices that are actually compared across the cases are outlined in data analysis ahead.

4.2. Case organizations and research subjects

A *case organization* in this context is used to mean the chosen vocational education organizations as a whole even though the organizations consist of separate units. The following four Finnish vocational education organizations, listed in alphabetical order, are the case units of this study. Accordingly, the data used in this study was received from the representatives of those organizations. The reasoning for the selection of the case

organizations is briefly explained below; the numbers used in the text refer to a corresponding case organization as follows:

1. Case unit: Helsinki Culinary School Perho, Helsinki
2. Case unit: Helsinki Vocational College, Helsinki
3. Case unit: Savo Vocational College, Kuopio
4. Case unit: Vocational Education Centre Sedu, Seinäjoki

The case organizations were intentionally selected to represent a variety of Finnish vocational education providers and to meet with the criteria along these lines: Firstly, the *geographical location* of the case units; Helsinki Culinary School Perho (1) and Helsinki Vocational College (2) represent the Finnish metropolitan area and Helsinki, the capital of Finland, whereas the other case units Savo Vocational College (3) and Vocational Educational Centre Sedu (4) cover widely both the Eastern and Western parts of Finland. Secondly, *the ownership* of the case units offers divergence of the public city owner (1) to the private educational provider tenure (2) and further to the larger consortium based ownerships (3-4). Additionally, the *number of students* in those two metropolitan educational organizations (1-2) is approximately the same as the organizations (3-4) in East and West.

Research subjects of the study were representatives of the chosen vocational education organizations and the research was conducted at three levels of each organization. Firstly, the high /-est managerial level was represented by people titled either *principals or managers*. Secondly, the *heads of departments or education managers* represented the closest managerial level that was above teachers. And thirdly, the pedagogical level representatives involved, were all *qualified teachers* of the organizations. Each organization was informed to choose themselves the head of departments and teachers that participated in the research. There were neither limitations nor preferences concerning the interviewees' gender, field of study or links to multiculturalism given for the organizations. Selection criteria of the respondents were also not asked or required by the researcher. The representatives that were selected by organizations were both male and female; more background information is provided in the results.

4.3. Data

Interviews as data collection methods are very typical for qualitative research; however the choice has to be justified in relation to how a research question is going to be solved. Hirsjärvi, Remes and Sajavaara (2008: 200–201.) explain reasons when interviews are preferred as advantageous collection methods in qualitative research. For one thing, when people as subjects of the study, are wanted to express his or her thoughts freely. For another, when a research area is somewhat uncharted and a researcher knows that there will be a diversity of answers due to the theme of the research in question. As to this study, interviews were used for data collection, because a big emphasis was laid on interviewees' own opinions and perspectives to enlighten the research questions set for this study. Also, the concepts of multiculturalism and intercultural competence that played a significant role in interview questions were known to be multifaceted and complex beforehand, so an open arena for various individual perspectives was desired.

The empirical part of this study was started by contacting the principals of the chosen organizations and proposing an invitation for three people to be individually interviewed for the research. Each principal that was contacted either by telephone or by e-mail reacted positively by giving their permissions for conducting interviews in their education organizations. The twelve interviews were taken along a timetable given by each case organization between the 27th February and 31st March 2015 in Helsinki, Kuopio and Seinäjoki. All organizations offered a peaceful and undisturbed place for interviews; the average duration of each interview was forty-three minutes.

An interview as a term is close to discussing; however as part of qualitative research, interviewing is regarded as an interaction with characteristic features. Firstly, an interview for research purposes is understood as a systematic data collection with specific goals. And further, with the help of research interviews, the most reliable and valid data is sought. Secondly, at a research interview, researcher and an interviewee are not in an equal position, instead, a researcher aims to gather precise data by leading, maintaining and motivating the interviewee. And finally, there has to be a trust between a researcher

and an interviewee, that the data gathered is handled correctly and faithfully. (Hirsjärvi & Hurme 2001: 42–43.)

None of the interviewees received the interview questions in advance; neither had they known about the leading change model behind the questions. By doing so, a spontaneous atmosphere was deliberately created for each participant without any preparation or pre-check concerning the questions in order to get personal opinions and perspectives through their occupational framework.

Interviews can be grouped by their type of structure as follows: *an open interview*, *a theme interview*, *a semi-structured interview* and *a structured interview*. As a distinctive feature to differentiate them is a formality and structure of the interview questions. Between the open and structured interviews, there is a semi-structure interview that provides all interviewees with the same interview questions, but the answers are not restricted to any given sample answers, but are freely and individually expressed. (Eskola & Suoranta 2005: 86.)

The qualitative data of this research was collected by twelve semi-structured interviews themed according to Kotter's leading change model. All the interviews followed the model's eight steps for ensuring that the data received was in relation to the theoretical model of this study (appendix 4). With the help of twenty-five interview questions answers to the two following research questions were sought:

1. *How are multiculturalism and its requirements for teachers' intercultural competence taken into account in managing Finnish vocational education organizations?*
2. *What are the most important challenges for management in relation to multiculturalism and teachers' intercultural competence in Finnish vocational education organizations?*

In addition to the data gathered by the research interviews, a few official documents, statistics and organizations' websites were used for collecting background information about the education organizations. The documents included e.g. a yearbook of the organization and strategy papers regarding organizations' international goals. A reason for using some written documents was both to save interviewees' time and to get exact official background information.

4.4. Data analysis

Representatives from four different organizations and three different occupational levels were chosen due to the comparative approach of this study in order to receive as rich data as possible for comparisons. However, the case organizations as such were not visibly compared with each other for giving them and their representatives a protection of anonymity. Instead, the perspectives of the representatives based on the data received through Kotter's change model were compared either between the *three occupational groups* (i.e. principals, education managers and teachers) or between the two groups made of *teachers and all managerial level representatives* (i.e. principals and education managers together) as appropriate. In addition, some comparisons were made between the case organizations in general.

The qualitative research was conducted by twelve face to face research interviews. The language used was Finnish, because it was a common language for all the interviewees including the researcher. The interviews were recorded and later on the data was written down according to the recording. The text as transcribed by font size 12, row space 1,5 took 117 pages in total. The data received was not translated from Finnish to English as recorded; instead, a translation was made into English only when the data was analyzed.

In addition to continuous re-reading and consideration of the rich data gathered, the data analysis included several separate phases for handling the information. In the first analysis phase when the recording was transcribed, each interviewee's answers were listed under each interview question in a way that all organizations had their own data ar-

ranged in this order: a principal's answer, an education manager's answer, a teacher's answer. So, all interview questions had all answers listed in a way that the whole data was easily conceived either by case organizations or by individuals of different occupational representatives. Different colours were also used to mark different organizations, and different nuances of one colour separated the answers within one organization. After having organized the data in this way, the overall impression of perspectives in separate organizations could be recognized clearly regarding each interview question.

Rich qualitative data requires similarly diverse data analysis. Dey (1993: 83–88.) suggests several techniques for an interactive data reading; *shifting focus and sequence* as well as *making comparisons* were the practices that were used in the analysis of this study. The data gathered and organized was read through in different orders and from different approaches not only for avoiding bias and making too hasty first impressions, but also for preparing a strong ground for further analysis.

In this study, the first analysis phase also included seeking and bolding each representatives' core words and key thoughts for making it easier for the researcher to go back and recall them for further analysis. Actually, the bolded main themes assisted greatly in the second phase of analysis when the data was transferred into tables by categorizing them by themes. Nonetheless the interviewees' answers were still written in a certain order to recognize separate occupational representatives and their organizations in comparisons.

According to Dey (1993: 96–97.) there are two important aspects in creating categories. Namely, the categories have to be grounded both on empirical and conceptual levels. In other words, the categories must have a relation to the data as well as to the broader conceptual context. In this study, categorizing was finalised by checking if the themes that were picked up from the data were in relation to Kotter's leading change model that was used as a conceptual context for analyzing data, and later on, for answering the main research questions.

The third phase of the analysis included comparisons between interviewees' perspectives. According to Hyryläinen (2011: 66, 72.) comparing as a research method is more

like a specific approach to explore cases in parallel than a technique for data collection and analysis. And further, comparative methods are well applied to research about finding similarities or differences in managing or between organizations. In line with that, a comparative approach was taken to the further analysis in this study. However, decisions concerning how the interviewees' perspectives were taken into comparisons (e.g. between 3 occupational groups, between teachers and managers or between organizations), were intuitively made for each interview question by the researcher. Dooley (2002: 343) states by referring to Gal, Borg and Gal (1996) that, this kind of *intuitive choices and personal judgements* by a researcher, are more practical in reflective analysis than decisions based on systematic and technical procedures.

In the final phase, the results of comparative analysis were crystallised and outlined by concrete written examples or illustrative tables under each interview question. Also a few citations were left to describe to the reader some specific details. The citations that were taken were translated from Finnish to English. Furthermore, there are separate reflections represented. As Kotter's leading change model was employed as an exemplary model for managing teachers' intercultural competence in vocational education organizations, the analyzed data was reflected through and against the model after each of the eight steps of the model. This was to illustrate if the respected management theory indeed was applicable in an educational context or not.

4.5. Reliability and validity of the research

Scientific research aims to avoid mistakes; however *reliability* and *validity* of research results may vary (Hirsjärvi, Remes & Sajavaara 2008: 226). Next the concepts of reliability and validity are explained and evaluated regarding this study.

Reliability can be explained in several ways; according to Hirsjärvi & Hurme (2001: 185–187.) definitions are as follows. Firstly, reliability means that research could be repeated and give rise to the same results. As to this study, repeating the research would not result in the same results anymore because both intercultural competence and con-

texts where the competence is managed are all changing all the time due to multiculturalism. This is in line with Hirsjärvi et al. who questioned if reliability can be used this way at all, because contexts for interviewing are ever changing.

Secondly, reliability can be achieved if two researchers could get the same results about the same data or at least if the researchers would end up with the same type of classification concerning the data gathered (Hirsjärvi & Hurme 2001: 186). This definition could probably be met with this research, for a classification of data should be based on Kotter's leading change model if it is used as an exemplary theory. The third way of defining reliability, getting the same results by different research methods, is probably impossible anywhere where contextual changes effect on interviewees, as stated by Hirsjärvi & Hurme (2001: 185–187.); that is true with this study, too. If considering the above mentioned requirements of a qualitative research, the overall reliability of this study can be regarded as good.

Validity is another conceptual tool to evaluate research; validity means that the research methods measured what they were supposed to measure (Hirsjärvi et al. 2008: 226). Ensuring validity of this study, the research process was illustrated widely in its details. The interview questions, too, can be regarded as unambiguous due to their base on Kotter's leading change model. And further, the results gathered were reflected through the model. Use of the model prevented distortion of the information by the researcher and increased the validity of the research.

Despite the concepts of intercultural competence and multiculturalism being multifaceted, the interviewees however, explained their personal thoughts and experiences that were connected with right terminology by the researcher. Also, the same themes were asked by many questions and from many points of view, so there was little place if any for misunderstandings. The atmosphere during the interviews was kept non-judgemental by assuring the interviewees that there were no right or wrong answers. The researcher also kept verbal comment to a minimum in order to give a full voice to the interviewees.

The position of the researcher concerning the interviewees was evaluated from an ethical point of view. The researcher had worked earlier for three of the organizations, however at the time of the interviewing, there was no working relationship with any of the organizations. The interviewed in the smallest organization, were totally unknown people to the researcher, whereas the interviewed in the two larger education organizations were known but only distantly in the organization. There was only one person in one organization, the researcher had worked in the same team with, but that was already fifteen years ago. The employment the researcher had had in the organizations was not regarded as causing bias, instead, the research interviews were taken seriously and very appreciatively by all education organizations. At the time of finalizing the study, the researcher was newly employed in one organization; nevertheless this was not seen as an ethical problem, concerning the data analysis, because the individual perspectives of interviewees were analysed in occupational groups among all organizations, not between separate organizations.

5. MULTICULTURALISM AND TEACHERS' INTERCULTURAL COMPETENCE LED ACCORDING TO THE 8-STEP MODEL

In this chapter five, the empirical data based on interviews and other materials is represented according to John P. Kotter's (1995) leading change model's themes. The model offers a step-by-step framework for leading successful organizational change and the research setting of this study was designed in accordance with the model. Accordingly, the results of the rich data were gathered and analysed based on the model. Each step of the model creates its own subheading starting with a brief explanation of what the theme is and how it was applied into the educational context of this study. In addition, it is also explained how the data was analysed according to each theme. Furthermore, it is to be noted that after the results, at the beginning of the chapter conclusions, there is a reflection of the relationship between the results of this study and each step of Kotter's model; followed by a summary of those reflections in relation to Kotter's theoretical perspective.

To begin with, a multicultural foundation for this study was created by interview questions about multiculturalism concerning the selected vocational education organizations (further shortened to the word *organization*) and teachers' intercultural competence as a concept. The presentation of the data was enriched by the interviewees' carefully chosen citations which are marked *by italics*. In addition, some *key words* which summarized interviewees' perspectives were marked that way, too. For the reader, it is important to keep in mind that the perceptions about teachers' intercultural competence that are introduced next were not concerning the teachers that were interviewed for this study, but were expressed at a general level.

5.1. Multiculturalism and teachers' intercultural competence re case organizations

Vocational education organizations' approaches to multiculturalism and teachers' intercultural competences were studied in order to create a basis for analyzing the managerial themes of Kotter's model. The significance of multiculturalism to each organization

was summarized first. Interviewees' perceptions and definitions of teachers' intercultural competence are described in a separate table x. As a key term of this study, it is important to see how the term was understood, because it was involved and was concerning all other interview questions, too.

5.1.1. Significance of multiculturalism for organizations and interviewees

The very first interview question for the interviewees was to explain in a few words what multiculturalism meant to their organizations. Descriptions include the core thoughts given in three separate interviews by principals, education managers and teachers as follows.

Multiculturalism in the **Helsinki Culinary School Perho** appeared by their international education, vocational qualification in hotel, restaurant and catering services, and by their international students attending that English education. Multiculturalism signified focusing on languages and the cultural contents of teaching subjects. Multiculturalism was regarded as richness for the organization, but it was also seen as requiring ongoing work for learning.

The interview answers received from the **Helsinki Vocational College** all highlighted multiculturalism bringing enormous possibilities and vast richness for the college located in the multicultural Eastern part of Helsinki. Although students with their multicultural backgrounds were already regarded as enriching part of the organizational culture, multiculturalism was still seen as a kind of strategically virginal and unexplored area with huge opportunities.

The meaning of multiculturalism at the **Savo Vocational College** was illustrated by their educational possibilities that provide immigrants and refugees doorways into their vocational education. Multiculturalism and a more multicultural organization were regarded as important in bringing students new unforeseeable possibilities and changes in everyday life. In addition, Romani counsellor education (in their adult education) was mentioned as an example of their Finnish multiculturalism.

Multiculturalism was regarded to mean very much for the **Vocational Education Centre Sedu** even though it was not seen that much in practice yet. Multiculturalism was discussed through their organizational value *responsibility* that included e.g. accepting diversity, taking responsibility for each other, understanding and recognising cultural differences despite not necessarily having all knowledge yet, but accepting and developing one's expertise in the organization. Their international projects were highly valued as well as opportunities to encounter multiculturalism at their home organization which they called home-internationalization.

5.1.2. Recognition of teachers' intercultural competence

A key term of this study, teachers' intercultural competence that is to be taken into account when managing organizations, was asked to be defined by interviewees' own words. The term was considered difficult to be characterized and the expression was found to be new, or totally unknown by three respondents representing all three occupational groups. The aspects of teachers' intercultural competence that were identified by interviewees were summarized and illustrated in matrix x below by occupational groups. The dimensions of the matrix were adapted from Jokikokko's (2010: 93) model of intercultural competence.

TABLE 1. Teachers' intercultural competence recognized by the interviewees.

Dimension of Intercultural Competence	Principals	Education Managers	Teachers
Attitudes	Understanding all people are people, encounters are similar no matter from where one comes Tolerance	Attitudes and understanding Accepting diversity, also in a national culture	Accepting different cultures
Knowledge / Awareness / Sensitivity	Understanding different cultures and diversity as a whole within an educational context Knowledge and application	Awareness about other cultures Knowledge about different international cultures Understanding different cultural backgrounds (history, learning history)	Knowledge about different cultures Knowledge increases understanding is recognized in one's attitudes and teaching that reflects one's interests and open-mindedness towards other cultures
Skills	Language skills Knowledge for avoiding cultural mistakes	Specific competence in languages Skills to co-operate with people/groups with diverse backgrounds A lifelong learning theme	A normal ability to get on well with different kind of people Awareness that in addition to different languages, there are different ways of living
Action	Taking diversity back-ground into account in education Knowing and taking into account how cultural background influences learning	Important competence for a teacher to understand cultural impact on learning and the way people learn, taking it into account in teaching	A kind of educational task A way of being together without just focusing on words, but finding some mundane issues and experiences to be shared

As seen above, teacher's intercultural competence was recognized in organizations in all four dimensions. Firstly, on the attitudinal level, principals had the widest approach to intercultural competence focusing on tolerance and including expressions like *all people are people, no matter from where one comes*. Educational managers and teachers on the other hand emphasised more conceptual perceptions for intercultural competence like *understanding and accepting different cultures*. On the second level, knowledge and awareness, respondents' perceptions were almost consistent with each other stressing knowledge based cultural understanding and awareness in the educational context.

On the third skills level, language skills were perceived as part of intercultural competence by all respondents. In addition, principals and education managers highlighted communication skills e.g. avoiding cultural misunderstandings in co-operation, whereas teachers specified understanding cultural differences in living. As an individual mention to be cited, intercultural competence was regarded as *a normal ability to get on well with different kinds of people*. Finally, on an action level, understanding cultural requirements in one's learning and applying a cultural approach into teaching were highlighted as aspects of teachers' intercultural competence.

5.1.3. Concrete changes due to multiculturalism in organizations

Concrete changes or practical modifications due to multiculturalism that organizations had made so far were sought by a question of what kind of activities the organization had carried out related to cultural challenges. The answers received were summarised and are described with examples by themes to show the variety of areas to be managed in the four chosen organizations.

Changes due to multiculturalism were described as manifesting themselves at many levels. Managerial and administrative level procedures regarding international co-operation were reported by all organizations. A variety of pedagogical level modifications were reported e.g. a parallel teaching system. Also new openings were trialled by one organization; an international "summer school" was developed and tested.

International exchange programmes abroad were mentioned by interviewees in all organizations, whereas international education at home in Finland was given in two organizations plus immigrant education in three organizations. Multiculturalism also influenced teachers' pedagogical solutions in several ways. For example, instructions were translated into English or at least given by modified methods for overcoming challenges in languages; language labs were used, too.

Cultural diversity was exhibited in organizations in several ways. For example, a yearly event *trip around the world* had brought the richness of sixty different cultures onto display in one organization. Smaller pop up activities had taken place in another two organizations. Interestingly though one interviewee made an observation that only Finnish culture and literature were recognized in their organization, whereas other cultures' national authors were not.

Practical level changes and modifications due to multiculturalism that were discussed in many organizations concerned organizational rules. Religious issues challenged official instructions of organizational practices, and managerial level solutions were sought and required, for instance to deal with Islamic based demands. Firstly, Islamic praying was instructed by two different ways depending on the organization; praying moments or praying were either forbidden or allowed. If allowed, there was not a particular place indicated, though.

Secondly, organizations' formal festive procedures at Christmas or at graduation were celebrated in diverse styles. One organization had separate parts for Christians and non-Christians added in a shared ceremony for all. Another organization had a ceremony in a church with a priest's speech and singing hymns. It was notable that the ceremony was classified as a non-religious one and participation was voluntary, even though the organization's official speech and students' awards took place in the ceremony.

Islamic religion had caused organizations to ponder how much flexibility regarding rules was given because of religion, and where organizations' own boundaries went.

Owing to that consideration, instructions and rules were modified and varied accordingly; e.g. instructions for students' clothing in food production practicum and in restaurant service. More flexibility was also reported concerning using scarves in the kitchen and in service, whereas tasting e.g. pork was regarded as a professional requirement, a must in food production. On the other hand, students' individual diets were appreciated by offering appropriate meals.

Finally, the interviewees were also asked how teachers' intercultural competence was developed due to multiculturalism in the organizations. The methods or actions to produce teachers' intercultural learning and competence development can be identified and classified into three different groups. Firstly, organizations had enabled teachers to take part in international projects as well as having training periods in local working life or abroad; some organizations had even paid teachers a full salary for those learning periods. One director described teachers' *training periods to create snowball effects for cultural learning in the whole home organization when shared*. Secondly, home internationalization was also mentioned as a learning method for developing intercultural competence through daily multicultural encounters in one's own organization. As a result of this, teachers' attitudes and prejudice towards foreigners were noticed to ease.

Thirdly, organizations had made it possible for teachers to participate in various educational courses. Depending on organizations' specified needs, teachers were offered opportunities for learning languages as well as learning to teach in English. Developing cultural awareness and competence were also mentioned concerning teachers being able to take cultural diversity into account when teaching immigrants. Teachers' cultural competence was regarded as extremely important, especially, when recognizing immigrants' previous learning achievements.

5.2. The 1st Step - Establishing a sense of urgency

The first step of Kotter's (1995: 60–62) model, *establishing a sense urgency* for change by recognising signals inside and outside the organization was interpreted for this study in the following way. Firstly, principals, education managers as well as teachers' ability

to identify diversity and multicultural signals both inside and outside of their education organizations. And secondly, organisations' (or interviewees') reactions to a need for change in teachers' intercultural competence learning and development based on the signals found. The themes were surveyed by six interview questions.

5.2.1. Heading towards the multicultural signals for change

The first theme, recognizing multicultural signals and diversity signals inside the organization was enquired by a question about who was regarded as a person with a diversity background. Reactions concerning this question were expressed by utterances like *an awfully difficult/odd question* or *a good question/point*. Interviewees' perceptions were categorized and are represented by occupational groups. As seen in the matrix (table 2), the main features that were recognized to create cultural diversity were associated with national and geographical locations from the scale of a country to areas within a city. As examples of human related features, Same, Romany and Lappish people, as well as Swedish speaking Finnish people were named; also deaf and blind people were mentioned. Principals' responses expressed the widest range of features to generate diversity, whereas teachers' responses represented a narrower view; education managers' views were in between.

Table 2. Features to create cultural diversity.

Interviewed	Dividers, features that create a diversity background
Principals	Geographical / regional features <ul style="list-style-type: none"> ▪ a country ▪ an area within Finland (East-West) ▪ an area within a city ▪ a city – a countryside Sub cultural features, -representatives <ul style="list-style-type: none"> ▪ Same people, Samish culture ▪ Romany people, Romany culture ▪ Regional cultures – Eastern/Western cultures ▪ Person's original cultural background different from the culture of the country born Language <ul style="list-style-type: none"> ▪ mother tongue
Education managers	Geographical / regional features <ul style="list-style-type: none"> ▪ a city – a countryside ▪ an area within a country Sub cultural features or a social community <ul style="list-style-type: none"> ▪ regional cultures – Eastern/Western cultures ▪ deaf / -blind people ▪ coming “far enough” -> clear cultural differences Language <ul style="list-style-type: none"> ▪ mother tongue
Teachers	Geographical / regional features <ul style="list-style-type: none"> ▪ a country Sub culture features, -representatives <ul style="list-style-type: none"> ▪ Lappish people ▪ Swedish speaking Finnish ▪ Romany people, Romany culture ▪ Immigrants of first and second generations'

The next theme, recognizing multicultural signals outside the organization that probably influence teachers' work was asked on two levels; firstly, what the signals were and secondly, how they were considered to affect teachers' work. Responses to the questions can be roughly divided into two impressions. Firstly, *the signal phase was said to be over and the focus was on developing multicultural education and wellbeing*. Or secondly, a few or more multicultural signals were recognized that required attention and

actions by the education providers. The answers received were summarized and categorized by themes and are as follows.

Religions and *cultures* were highlighted as themes that needed to be recognized and responded to by teachers' knowledge based actions. While religious issues seemed to require new practicalities in teaching, youth cultures, on the other hand, necessitated acknowledging multicultural backgrounds and behavioural understanding. Teachers' emotional intelligence and knowledge about religion and customs were considered important when facing family traditions that reflected on schools. Developing teachers' ability to ask questions was suggested as a helping tool for understanding culture based diversity and experiences.

As a signal, *globalisation* was said to become concrete and closer by digitalisation and technical devices. Accordingly teachers' quick communicative reactions were needed for culture based issues brought by media e.g. immediate conversations about world-wide happenings. Then at a local level, requirements by tourism and new international food and beverage trends were mentioned as signals to be noticed in organizations and in teaching. And further, multicultural companies and entrepreneurs as organizations' co-operative partners were said to need teachers' understanding about cultural diversity.

Identifying multicultural signals inside of the organization that probably influenced teachers' work was asked on two levels; what the signals were, that were considered to affect teachers' work. Referring to the previous questions about signals outside, the organization where the signal phase was over, was reporting that multiculturalism and class room diversity was part of daily work by all teachers, and cultural differences were taken into account in communication, teaching and encounters between teachers and students with diversity backgrounds.

Responses from the other three organizations included a range of signals recognised inside of their class rooms. For one thing, communication arose as a theme that presumed learning and development of teachers' intercultural competence; for instance, how to communicate and act when facing cultural differences as a result of religions, traditions

and gender issues. On the other hand, it was also reported that multicultural encounters were experienced as inspirational learning possibilities and teachers utilized students' multicultural expertise in teaching. For another thing, multicultural students' teaching appeared challenging due to the variety of cultural customs e.g. the concept of time, a different way of doing things and a patriarchal way of living. Also, demands on special needs education were reported to increase due to students with diversity backgrounds.

5.2.2. Importance of change in teachers' intercultural competence

Organizations' reactions to a need for change in teachers' intercultural competence based on the signals found were canvassed by asking whether the themes stressed were regarded positively as possibilities or negatively as threats. The data was analysed by categorizing the answers firstly in a matrix and then summarised to illustrate teachers' perceptions compared with those of their education managers and principals.

The interviews revealed that teachers' opinions were mainly positive even though unenthusiastic thoughts also emerged. Generally, intercultural competence development was regarded as desirable and valuable and to be gained either by learning about different cultures and languages or by encountering multicultural situations personally. On the one hand, increased knowledge about multiculturalism was considered to soften prejudices and to assist in the understanding of cultural diversity. On the other hand some teachers openly raised thoughts that multiculturalism was not welcomed by all teachers in their organizations. For example, a teacher was seen to be taken out of his/her comfort zone and that caused resistance, and efforts for multicultural friendly modifications in teaching were not made, or foreign exchange students were not eagerly integrated into teaching groups.

As to education managers, they highlighted both positive and negative perspectives about how they saw teachers' reacting to a need for change in intercultural competence. Firstly, education was seen to have a positive reputation among teachers e.g. language courses and working periods abroad were highly appreciated, and language skills were regarded to open multicultural opportunities for teachers. Secondly in one organization,

teachers' intercultural competence was estimated to be good enough, all teachers were facing multiculturalism every day, whereas in another organization it was not regarded as teachers' core knowledge at all. Despite the wide gap between the two perspectives, education managers' views as a whole were the most positive ones, all seeing possibilities concerning teachers' reactions towards change.

However, principals of all the organizations saw threats concerning teachers' individual approaches towards multiculturalism and developing intercultural competence. Accordingly, education as a means was considered either favourable or questionable for intercultural competence development; the latter point was connected to one's attitudes towards multiculturalism. Attitudes were regarded as the most important characteristic to define teachers' interest in developing his or her intercultural competence. As an example of this in one organization, even though education was offered, teachers were not interested. And further, some teachers' embedded negative attitudes were revealed when teaching immigrants. Despite legislation and organizational values e.g. tolerance and equality in all encounters by teachers, a pondering question remained to be answered: *what kind of education could be offered for softening prejudices.*

5.3. The 2nd Step - Forming a powerful guiding coalition

The second step of Kotter's (1995: 62–63) model *forming a powerful guiding coalition* to lead change was applied into the educational context and explored how organizations' multicultural-friendly teachers were utilized and encouraged to work towards increasing intercultural learning and competence development in organizations. In addition to two interview questions, this theme was examined by organisations' international strategy papers and statistical information.

5.3.1. Multicultural friendly people to lead

The interviewed at all organizational levels recognized that organizations' multicultural friendly teachers were encouraged and consciously utilized for increasing multicultural

learning and competence in several activities. Firstly, teachers were seen as ambassadors and enabled to use their intercultural competence in teaching as well as educating and informing other teachers. Also possibilities to teach in English were entrusted to teachers with a friendly attitude to multiculturalism. And similarly, those teachers were also utilized in organizations for their industrial relations e.g. for co-operating with local companies or hosting international guests. However, not all interviewees shared the comments ahead; for example it was commented *inside of the college – not utilized by a teacher*.

Multicultural-friendly teachers' motivation was encouraged by delegating them more responsibility for their work. They were selected to represent their fields in organizations' international teams as well as being involved in international projects. One principal defined theirs as *teachers that were chosen, represent different fields creating an international team to develop intercultural issues and inspire others*. Teachers were also allowed to represent their international experiences orally, in writing or virtually through blogs or intranets. All in all, as stated by one principal: *teachers' increasing interest in multiculturalism was wished to be achieved like a snow ball effect as an ulterior motive by management*, whereas an oppositional comment by another principal *this does not play a central role with us*.

5.3.2. Multiculturalism as part of organizational strategy

All four education organizations involved in this study had international mobility of teaching and other education professionals as shown in a table x below. Even though the numbers are not proportioned to the number of teachers in each organization, it is striking that Vocational Education Centre Sedu had about threefold of visits in international mobility abroad both on short and longer visits compared to the other organizations. Also, Savo Vocational College alone had nearly twice as much international mobility from abroad as any other organization.

TABLE 3. Mobility of teaching and other education professionals in 2015 (CIMO 2015).

Vocational Educational Organization	Mobility of teaching and other education professionals abroad > 5days	Mobility of teaching and other education professionals abroad < 5days	Mobility of teaching and other education professionals from abroad
Helsinki Culinary School Perho	3	7	7
Helsinki Vocational College	25	36	42
Savo Vocational College	26	43	92
Vocational Education Centre Sedu	88	141	47

When asked about the importance of teacher/specialists exchanges, they were mainly validated by respondents' positive comments, but also a few negative observations arose. International co-operation was considered to offer a lively, real life context for both intercultural and professional learning for teachers. In contrast, advantages of teacher exchanges were seen to be minimal, if they remained on a personal experiences level only. On the other hand, Finnish educators were regarded as pioneers within educational issues, so educational reciprocity was found to be limited. Economic limitations and family commitments were reported to mostly restrict teachers' opportunities to develop their intercultural competence by teacher exchanges abroad. As an alternative, shorter international excursions were organised by organizations themselves. Also benchmarking within Finnish educational organizations was recommended by one interviewee.

5.4. The 3rd Step - Creating a vision

The third step of Kotter's (1995: 63) model *creating a vision* was studied in organizations by asking representatives what kind of goals were set for teacher's intercultural competence; and if any, who the goals were for. Data received was divided and analysed by two categories, general level objectives and goals that were personally set for a teacher. Organizations' managers were supposed to share the vision by all means possible e.g. by being role models when leading change in organizations. Applied into this study, principals and education managers' multicultural working environments and activities related to multicultural issues were surveyed by a question about how multiculturalism became apparent in one's work.

5.4.1. Goals for teachers' intercultural competence

According to principals and education managers' replies, general visions about teachers' intercultural competence arose either from organizations' international strategy papers or from a new national core curriculum. Teachers' intercultural competence was not seen as a separate goal, but as part of teachers' pedagogical development in general. Similarly, some aspects of intercultural competence were said to be covered through the organizational value of tolerance in one organisation. Two teacher interviewees responded "*no goals set*" even though these answers conflicted with other answers from their organizations. Principals and education managers stated that if there are personally set goals for a teacher's intercultural competence it is discussed when the education manager is conducting development discussions with teachers.

Based on teachers' replies, a striking observation was how teachers saw goals for their intercultural competence: *I cannot see any, no goals set, not official exact goals or requirements for fluent English for all*. However, one interviewee supposed multiculturalism to be involved in all education.

The study also asked if intercultural competence goals were for all teachers or just for specifically selected ones. Two contrasting perceptions regarding teachers' intercultural

competence were stressed by the four organizations at managerial levels as follows. The first one, teachers' intercultural competence was *not an obligation*, because there were *no resources for all teachers* or *an appropriate amount of teachers with competence is enough*. The second one, teachers' intercultural competence was an obligation, because it was considered *as part of the general aims of the curricula* or *as a special feature among other skills*. As to teachers' replies, they were in line with their organizational perceptions shown above. Like *intercultural competence as an attitude concerns everybody*, *intercultural competence is developed if needed in an organization* and *language skills is a goal in teaching, not a requirement for all*.

5.5. The 4th Step - Communicating the vision

The fourth step of Kotter's (1995: 63–64) model is about *communicating the new vision*. Concerning this study, organizations' representatives were asked where teachers' intercultural competence was communicated at official or unofficial levels, orally or in a written form. References that were reported were classified by types and then summarized. One third of all mentions were written documents and two thirds were verbal references. Results are also illustrated by percents; if the amount of references by principals, education managers and teachers were consistent, then each group had ca. 33%.

5.5.1. Teachers' intercultural competence in documents and chats

Teachers' intercultural competence was reported to be acknowledged in a variety of official written formats; for example by the EU documents or respondents' organizational strategy papers, curricula or yearbooks. References to different written documents were mostly given by principals that covered 65% of all mentions. Education managers stated less than half of the principals' mentions, 29%, and teachers' replies covered only 6% of all mentions. Conversely, when it came to terms with communication about teachers' intercultural competence at an official conversational level, teachers' mentions represented 38%, the highest percent of all, whereas education managers had 34% and principals 28% of all references. Characteristically, organizational meetings and discussions

were mentioned as well as high EU-level working groups. One interviewee stated *I have never heard teachers' intercultural competence spoken as such anywhere.*

In addition to official communication, teachers' intercultural competence was also discussed by principals and education managers in unofficial ways; the scale mentioned ranged from *speaking everywhere possible* to *speaking nowhere – there are bigger challenges right now*. Conversational situations and contexts that were mentioned covered talks with colleagues and teachers, as well as with students at lunch or at the coffee table. Unofficial conversations with official guests were regarded as extremely important for strengthening mutual understanding. All in all, communicating teachers' intercultural competence took place mostly in written forms, whereas verbal official communication played a smaller role. Principals' had 41% of all mentions, education managers 33% and teachers 26%.

5.5.2. Principals and education managers walk the talk

All the interviewees at managerial level had multicultural working environments and activities related to multicultural issues. Multicultural encounters stated in interviews are briefly exemplified by occupational groups in order to show the variety of areas where multicultural features were met in the case organizations. Firstly, all principals were personally connected to multicultural issues through their managerial work, even though the activities mentioned varied to a large degree including e.g. European level administrative working and international projects, and further on at a local level, managerial level strategy planning and operational actions reaching as far as communicating with students. As to education managers, their multicultural encounters took place both in administrative work e.g. curricula work, and in practical level work concerning student issues in an organization. Even so, only one of the education managers mentioned his/her active role in international co-operation with colleagues abroad.

5.6. The 5th Step - Empowering to act on the vision

The fifth step of Kotter's (1995: 64–65) model, *empowering others to act on the vision* is about managements' role to empower people to clear obstacles when moving towards change. When applied to this study, it meant principals and education managers authorizing and motivating teachers to act on the vision, to develop their intercultural competence. Obstacles and difficulties were investigated by three different questions; firstly, if there were any obstacles that were met, secondly, how the problems were solved, and further, if there were any obstacles that remained unsolved. The obstacles stated by respondents were summarized and are presented in two groups. Organizations' means and ideas to overcome the obstacles, as well as the problems that remained unsolved, are explained according to these groups.

5.6.1. Financial and administrative challenges

Financial challenges regarding developing teachers' intercultural competence were brought to light at managerial level from opposite perspectives like, *there are no money problems; indeed, when prioritising, funding is found for the chosen projects or no finances and no time to concentrate on teachers' intercultural competence*. Nevertheless the respondents reported various ways of solving financial obstacles when developing and enriching teachers' intercultural competence. For example, international co-operation and national networking were financed by different kinds of project funding that were separately applied for and received. On the other hand, this funding was also seen to be slightly insecure due to the human resources available like *project funding is applied for whenever we can, remember and have energy for that*. As a negative side of the project funding, it was mentioned that the money was partly used for different purposes from the original aim to cover some basic operations in an organization.

Money problems are never ending, as stated by one teacher, limited financial resources was also offset by teachers' voluntary based activities. An illustration of this was to let those teachers' who were happy to host international guests voluntarily, to do the work; *teachers are hosting international guests in their own time and using their own cars*. All

in all, the financial challenges seemed not to prevent enthusiastic teachers from participating in multicultural activities through their work or in their free time. However, the unpaid work was considered to decrease motivation for developing teachers' intercultural competence.

Administrative challenges relating to state and city level matters were also drawn attention to concerning teachers' intercultural competence. To illustrate this, it was explained by one principal that *multicultural phenomena always take place immediately in an educational context in the school, whereas administrative decisions related to phenomena in questions are considered and pondered in isolation far up from the real life context*. Hence it was suggested, that it would be extremely important to utilize the grass roots level expertise about mundane multicultural experiences that the educational organizations can provide the administrative level with. And further, principals should get *all the information* possible straight away and *not just pieces* of information. Moreover, it was advised that principals should participate in all high level administrative working groups concerning multicultural issues, and that their managerial work in organizations should be supported by appropriate resources.

5.6.2. Mental and social challenges

Mental and social challenges, like teachers' attitudes and motivation, when developing intercultural competence comprised the largest category. Mental obstacles were recognized at some level in all four organizations. Although, approaches to overcome prejudiced attitudes were initiated in numerous ways, it was also admitted that influencing and transforming attitudes took a lot of time. Consequently, some of the problems could be regarded as either solved or unsolved depending on the perspective taken.

Attitudinal obstacles were tried to be solved with patience and by continuous conversations between managers and teachers. Characteristically personal development discussions were used for teachers' motivational encouragement. However, it was also accepted in organizations that it was difficult to change attitudes, and in every case, it took time. So, voluntary based participation was widely emphasized even though all teachers

of the organizations were provided with intercultural learning and competence development possibilities.

Limited time resources as an obstacle to teachers' intercultural competence were mentioned by both principals and teachers. It also became very clear that despite teachers' intercultural competence development being highly appreciated, it was not regarded as their most important competence in order of priority. Consequently, due to limited resources and time-consuming challenges regarding intercultural competence development, resources were not wasted on those teachers who were not interested. To demonstrate this by one managerial level citation: *There is no point in wasting energy on those teachers who have not internalized a multicultural-friendly attitude, for they cannot stop the move of a good train by being deterrents, or at least not actively working towards the goals.* Finally, although teachers' intercultural competence was identified as being important, it was also admitted that despite organizations' various efforts, they had not been able to engage all teachers in it. As the most extreme solution to attitudinal challenges it was stated *simply waiting for staff to be changed or leave for their pension.*

5.7. The 6th Step - Planning for and creating short-term wins

The sixth step of Kotter's (1995: 65–66) model, *planning for and creating short-term wins*, is about managements' role to constantly create interim goals for achieving success over the long term. When applied to the educational context, this was regarded as principals and education managers' continuous reinforcement and motivational encouragement of teachers' intercultural competence development. This theme was studied from three different views; firstly how teachers were motivated to develop and increase their intercultural competence. Secondly, how teachers' intercultural competence development was assessed, and thirdly, how their progress was rewarded.

5.7.1. Motivating teachers' intercultural competence development

Based on the data, teachers' intercultural competence development was motivated by three separate means. The first way to motivate was *financial incentives*. For example, teachers' working periods abroad were fully paid (except in one organization), if the criteria according to personal or organizational goals were met. Additionally, some travelling and accommodation costs abroad were covered by some organizations. In terms of money as a motivational incentive, the examples above were mentioned by management level respondents; however financial motivation was recognized and mentioned by only one teacher out of four.

The second way to motivate teachers' intercultural competence development was by mental support and motivation. Development discussions were referred to by all education managers, whereas no principal and only one teacher made reference to them as a scene for motivational encounters. In addition, there was one teacher who did not recognize any actively given mental support. One organization highlighted that intercultural competence development was not separately motivated, but part of more general motivational support.

Education in its different forms was underlined as a motivational means in all organizations. Characteristically teachers were pedagogically educated for leading student groups and taking diversity into account in class room contexts. Also peer evaluations between teachers were trialled in one organization. Conversely, education about multiculturalism alone was regarded as inadequate, if teachers had not real life experience of multicultural issues.

Besides concrete courses e.g. language courses, teachers' working periods abroad were highly valued, too, as educational motivators for intercultural competence development. Similarly possibilities in one's own organizational context, e.g. hosting international guests or involving foreign students in one's teaching, were regarded as motivational learning experiences. Also, co-operation with local multicultural organizations was also considered instructive. In one organization, their international class was highlighted as a

motivational and educational opportunity for teachers' intercultural competence development.

Finally, it was reported by one organization that teachers' professional and cultural learning was developed by their private excursions abroad ongoing for fifteen years now. Not all teachers and managerial staff of the organizational unit were willing to join, but a sufficient number did, even though the trip was funded by the participants themselves. The yearly trips were seen as part of well being at work, so the organization supported their travels by flexible working arrangements. The trips made had been to many of the European capitals and their scholastic part had included e.g. visits to schools or to other interesting places with informative presentations.

5.7.2. Assessing and rewarding teachers' intercultural competence development

Teachers' intercultural competence measurement and assessment was also inquired in this study; the answers given by all respondents were summarized to illustrate an overall picture about the issue. In conclusion, it can be stated that teachers' intercultural competence *solely*, alone, was not qualitatively assessed in any of the organizations. Instead, intercultural learning and competence development was evaluated e.g. as part of EFQM (The European Foundation for Quality Management) evaluation processes in one organization, or as part of other quality systems in another organization. In addition, development discussions were regarded as evaluation possibilities for intercultural competence; not in general, but if that competence was regarded as one's development goal. Mentoring as an evaluation system was mentioned, too, as well as feedback given by students. Numerical scales for measuring teachers' intercultural competence were only used for counting the number of teacher exchanges that had taken place in organizations. Also a less formal evaluation, teachers' intercultural competence development was received and reflected from students' feedback.

Teachers' intercultural competence development was not visibly or financially rewarded in any of the organizations even though the competence was held in high esteem. Verbal merits and written recognitions were given, and a limited number of mentions were

made by name in one organization's yearbook or in another organization's internal communication channels. Yet, two opposite organizational customs arose from the answers. In the first case, positive personal feedback was given, and intercultural competence development was also marked with coffee services within one organization. In the second case, only degree studies were celebrated by flowers and coffee services whereas intercultural or language development was not acknowledged at all.

5.8. The 7th Step - Producing still more changes

The seventh step of Kotter's (1995: 66–67) model, is *consolidating improvements and producing still more changes*. The model in the educational context was studied by three aspects. Firstly, how important teachers' intercultural competence development was regarded compared to other challenges teachers had in organizations. Secondly, how teachers' intercultural competence was taken into account when recruiting new teachers for organizations. And finally, how staffs other than teaching were involved in multiculturalism.

5.8.1. Teachers' intercultural competence among other competences

Data received for the question about the importance of teachers' intercultural competence challenges in contrast to their other proficiency challenges was divided into categories that were: *important*, *less important* and *not important*. Respondents' answers were analysed by occupational groups and are as follows. Managerial level perspectives broadly covered all three categories. One principal considered teachers' intercultural competence challenges *absolutely awfully important as it prevents social exclusion and radicalism – a huge challenge for development*. Followed by another principal's view *important not only for the college, but for companies and surroundings in the area as a whole*. Less important was referred to by one principal stating *not a big deal in traditionally liberal fields*. Lastly, the importance of teachers' intercultural competence was confined with time by one principal citing *not important now with reference to their*

aims as an education provider to educate competent working staff for the local area and adding it becomes important when Finnish students are not available.

As to education managers' perspectives, all their answers were identified with the *important* category for the following reasons. *Curricula based requirements for lifelong learning include cultural tolerance and understanding* was stated by one interviewee, followed by another education manager's viewpoint *important even though there is little multiculturalism around*. Other comments stressed intercultural competence as a crucial part of a teacher's competence as well as teachers' overall understanding of students' futures. In contrast to the education managers' replies, none of the teachers' perspectives were categorised as important, but their opinions were split half and half between *less important* and *not important*. Justifications included citations like *as important as others, not an accurate challenge – only a little multiculturalism around, selectively important* or *playing a minimal role*.

5.8.2. Intercultural competence as recruitment criteria

Teachers' intercultural competence was not taken into account as such as understood in this study when recruiting new teachers in any of the organizations. Furthermore, the teacher interviewees were all doubtful or unaware of intercultural competence requirements as criteria for employment. Nonetheless, teachers' knowledge and experience of that kind were reported to be sought by management in all organizations. Teachers' attitudes and tolerance towards all kinds of diversity were either emphasised or at least preferred by most of the interviewees at management level. Not that those competences were prioritised, but they were checked. Furthermore teachers' experiences about multicultural environments or abilities to teach in an international context were also stated to be checked in recruiting. All in all language skills were the most commonly checked and required teachers' competence related to multiculturalism in all organisations.

Finally, it was also studied how organizations ensured that staff other than teachers had intercultural competence. The answers received varied from *nothing at all* to *other staff equal to teachers* reflecting opposing perspectives. One organization required conversa-

tional level language skills from all staff working with students, and therefore their personnel were provided with language education. In another organization, intercultural competence was considered as a feature of personality, as an ability to get on with people, and therefore no education was offered at all. However, this organization was one of those two organizations that made it possible for their staff to participate in working periods abroad. Further, one organization integrated intercultural competence development as part of other orientation or group leading education given to all staff.

Multicultural employees other than teachers that were recruited to organizations were regarded as advancing multiculturalism and increasing understanding about their perspectives and challenges regarding working in Finland. However, as stated by one principal, formal qualification requirements had sometimes prevented their organization employing teachers with a multicultural background.

5.9. The 8th Step – Institutionalizing changes

The eighth step of Kotter's (1995: 67) model is about *institutionalizing new approaches*. Like the model's seven previous steps applied and introduced in the educational context above, it would be natural to follow the model to the last step and assume that there were some managerial efforts to institutionalize changes achieved in teachers' intercultural competence learning and development in organizations. However, it is not possible within this study's time frame to investigate the last step. If the results of the orientation questions (outlined in section 5.1.3.) about what changes the organizations had implemented so far related to multiculturalism, were observed through Kotter's model, those results could perhaps be used to represent the outcome of the eighth step, as if an earlier 'imaginary' Kotter's model had already been applied. In this study, however, due to lack of continuance on the model's eighth step, future perspectives were sought by asking representatives of the organizations about their interpretations of teachers' intercultural competence in the future. Answers received were summarized by occupational groups and are as follows.

5.9.1. Towards teachers' intercultural competence

Requirements for teachers' intercultural competence in the future were widely recognized by the principals. Teachers of the future were named as *educator*, *pedagogue in a digitalized teaching environment* and *a more tolerant teacher*. The focus was on teachers' attitudinal challenges; understanding diversity and how multiculturalism impacts on people were regarded as a natural part of all teachers' competence. However, a reasonable amount of interculturally competent teachers was enough for one principal.

Education managers' replies about teachers in the future had *emphasis on understanding diversity* and multiculturalism. Their perspectives were static, even traditional, including citations like *all men are equal*. Increasing home internationalization in organizations was seen to highlight the importance of teachers' intercultural competence. Accordingly, multiculturalism was regarded as a natural part of society and organizations, so there would be no need to speak about multiculturalism as such any more.

Teachers' thoughts were focused on participating and living within a multicultural context. Their views concerning teaching and learning were dynamic, open and flexible e.g. virtual learning outside of education organizations. Teachers were seen as being both strongly change orientated personalities as well as open and sensitive to responding in different ways from how she or he may have learned to respond in the past.

6. CONCLUSIONS

The aim of this master's thesis was to survey and describe how multiculturalism and its requirements for teachers' intercultural competence were taken into account when managing vocational education organizations in Finland. The research was to exemplify a variety of managerial practices of how change in teachers' intercultural competence development was led in multicultural contexts. Moreover, this study was to reveal and illustrate the most important managerial challenges due to multiculturalism that were met in the four case organizations.

Answers to the research questions were sought by the interviews that covered chronologically the past, the present and the future from a leading change point of view as follows. What the chosen vocational education organizations had already done in the past, what they were presently doing, and what they would do in future concerning teachers' intercultural competence due to multicultural challenges. John P. Kotter's leading change model was used as a theoretical framework for this study to highlight the managerial actions executed by the principals and education managers in the case organizations. These actions were regarded as illustrating how teachers' intercultural competence was taken, or not taken, into account in managing Finnish vocational education organizations.

This final chapter firstly outlines how multiculturalism was already engaged with in the four Finnish vocational education organizations involved in this study. After that comes a reflection on John P. Kotter's leading change model. It consists of the summarized results with key findings that are reflected against the theoretical model in order to reveal how a change in teacher's intercultural competence was led by management in this study. Accordingly the managerial challenges will be revealed step by step for the reader followed by an analysis of whether the managerial actions were in line with the model. Finally brief consideration is given to the change model used, possible future ideas for research and the contribution of this thesis.

6.1. Multiculturalism and the case organizations

From the very beginning of the empirical part of this study, it became very clear that multiculturalism in its many forms was already acknowledged in all the chosen organizations. Multiculturalism meant several positive matters and possibilities as well as some challenges to the case organizations; however it meant *totally different issues* for each of them. Extremes varied from not having very much multiculturalism around to multiculturalism as part of an organizational culture. Immigrant education or international classes were found in between. The extremes illustrated the scale of multiculturalism in volume; separate phases as international, multicultural and intercultural were to be seen accordingly. These differences alone opened multiple challenges for organizations' management regarding leading teachers' intercultural competence.

Despite the different situations organizations had, it was common to all of them that there were a number of concrete changes due to multiculturalism that had already been made in practice. For example, managerial and administrative level procedures were adjusted regarding international co-operation. Pedagogical modifications were also created for teaching methods and material as well as for new learning environments. As to religious issues, organizations had not only changed their practices, but also pondered how much flexibility they could give because of religious demands. A significant observation that showed up was: it only required one or a few students with multicultural backgrounds to apply pressure for management to react and seek managerial level solutions for daily practices in organizations e.g. rules for students' praying or clothing instructions.

As to teachers' intercultural competence as the key concept of this study, it was found to be new and difficult to define. Nevertheless its main features attitudes, knowledge/awareness, skills and actions (Jokikokko 2010: 93) were identified. Principals had the widest approach to the concept, whereas education managers and teachers emphasized slightly differently. However, a challenge for management is to discuss teachers' intercultural competence and define and share a common vision for what it

was all about and how it could be developed. This is a base for leading change in intercultural competence development.

6.2. Key findings reflected on the leading change model

The 1st Step

According to Kotter's (1995) leading change model, (explained in section 3.4.) it is management's role to create awareness for an urgent change. This study showed that a successful change was started by organizations' principals and education managers' readiness to identify diversity and multicultural signals that required a need for change in teachers' intercultural competence. As introduced in the results, the principals had the widest scale of observations recognizing people with diversity backgrounds followed by the education managers'. Thus, in line with the model, this created at least a theoretical foundation for managers to start establishing a sense of urgency for change in teachers' intercultural competence in their organizations.

As to identifying external or internal multicultural signals, they were very well recognized in all the chosen education vocational organizations consistent with the model. In one organization, however, the signal phase was over, multiculturalism and classroom diversity was already very much their reality. If neutral references were excluded, principals classified external signals only as opportunities whereas education managers and teachers saw them as threats, too. As to internal signals, principals saw them either as opportunities or threats, whereas education managers' and teachers' perspectives were more risk orientated. All in all, all managers recognised how multicultural issues took some teachers out of their comfort zone, to resist change: that too was in line with the model.

Discrepancies concerning observations arise when considering if it was principals' role to see changes as opportunities or were they too far away from recognizing multicultural signals as threats, too. Or were the education managers and teachers so close to

multicultural challenges that they were not able to see a larger and possibly more positive view. This can be seen as a managerial challenge to clarify whose picture is closer to the reality as the signal phase is a crucial starting point for leading change in teachers' intercultural competence development.

The 2nd Step

In line with Kotter's change model, on step two, it is management's role to create powerful coalitions to lead change efforts. In this study, these were represented by organizations' international teams, whose members shared interest about multiculturalism. Consistent with the model, three organizations had named teams to lead their international issues, not just for intercultural competence development, but to develop intercultural issues and to inspire others. Consequently all other multicultural-friendly teachers' competences were widely utilized in organizations, sometimes nearly overloaded by voluntarily based tasks.

All organizations had strategies concerning international mobility for their teaching professionals. However, when asked about the importance of international teacher mobility, there were only two organizations whose principal and education manager rated teacher exchanges in the same way. Nonetheless teachers' intercultural competence development was considered desirable and valuable, even though it was admitted that not all teachers shared those views in organizations; that was also conceded by management. Owing to that, it can be seen as a challenge for management to lead international teams in line with Kotter's model: encouraging teachers to share their intercultural competence inside of the organization instead of just accomplishing their own international activities.

The 3rd Step

The third step of the leading change model is about creating a clear vision to show a new direction. In the educational context this theme meant creating and setting understandable goals for teachers' intercultural competence. This study revealed that organi-

zations' management had not named separate goals for teachers' intercultural competence. Instead, a variety of more general objectives, if any, for teacher's intercultural competence were derived from the curricula or the organizational values. When referred to teacher's perspectives, a noteworthy observation was found though: teachers themselves did not recognize any official or exact goals set for their intercultural competence. This was somewhat surprising, because the multicultural signals that were to influence teachers' intercultural competence were identified by all respondents of the case organisations. Hence, the results regarding step three did not follow Kotter's model.

In addition, another apparent difference between the change model and the results was found, too. Namely the model highlights the vision being created by the guiding group, whereas in the educational context of this study, the goals were set as part of organizations' high level strategy papers. Teachers, as part of international teams re-designed those papers for lower level action plans according to one organisation. So, basically, teachers should have been aware of visions for their intercultural competence development; however, their responses in this study would appear to dispute this.

The 4th Step

The fourth step of the leading change model is about communicating the new vision. Applied to the educational contexts of this study, it meant speaking about the change in teachers' intercultural competence in the case organizations. It was a managers' role to keep a continuous dialogue about the goals by all means possible. According to the results, teachers' intercultural competence was identified in organizational communication both at the official and non-official levels, verbally and in written forms. Surprisingly though, teachers themselves had most of the conversational level mentions about the issue, whereas principals had them least. As a total, communicating teachers' intercultural competence took place mostly on paper, whereas verbal official communication played a smaller role. Thus communicating the vision was not consistent with the model.

The results above lead inevitably to a challenge in communicating the vision, the concrete goals, as highlighted by Kotter (1995) in his model. Firstly, communication about teachers' intercultural competence due to multicultural requirements is needed for directing efforts towards a desired change. Secondly, without concrete goals, leading teachers' intercultural competence is merely reacting to external or internal multicultural signals. It is also to be noticed, that not even a vivid oral communication among teachers bridged the multicultural signals recognized with the competence development requirements to form a vision to be followed by the teachers.

Nevertheless, the principals and the education managers' work in organizations involved a variety of multicultural issues that was in line with the model. So, from that point of view, the managers walked their talk well as role models for teachers' intercultural learning and competence development.

The 5th Step

A crucial fifth step of the leading change model by Kotter (1995) is about how management confront and handle obstacles. When applied to this study, it was principals' and education managements' role to empower teachers to clear obstacles when moving towards change. Based on the results, all organizations uncovered concrete difficulties and problems they had come across regarding teachers' intercultural competence development. Actually there were a multiplicity of barriers organizations had already faced; equally lots of solutions were discovered as reported in the results. As to the financial challenges that showed up as a theme, they were less relevant obstacles in contrast to the other obstacles mentioned. Based on this study, financial obstacles did not prevent teachers developing their intercultural competence, which could be regarded as an encouraging result for management.

Yet, some problems remained unsolved. The most demanding barriers, when leading teachers' intercultural learning and competence development, were faced by attitudinal challenges. This result was very clear and it was recognized more or less in all education organizations. As a special note to be mentioned, in spite of numerous references

by management that mental support was given to teachers to improve their competence, it was only recognized by one teacher out of four. As to the results concerning teachers' attitudinal challenges, the reader must be aware that the comments analyzed from the data were generalizations, *not* references to the teachers specifically interviewed for this study.

So, based on the results, the most critical phase when leading change in teachers' intercultural competence development in organizations, seemed to be eliminating some teachers' attitudinal problems. Means were many to be used for softening prejudices teachers had against encountering multiculturalism in its many forms. Continuous conversations were used, but it was simply admitted that transforming attitudes took time, even years, so patience was necessary. As one solution, voluntary based participation in multicultural issues was employed. But at the same time, this meant management sacrificing all teachers being involved in developing their intercultural competence due to multicultural requirements.

As to Kotter's (1995) model, once the vision was designed, there was not coming back from the direction chosen, this included also managerial level participants. Hence, the fifth step as a whole did not follow the process for leading change, and therefore it would create challenges for management of the organizations to apply the model in practice.

The 6th Step

A constant motivational encouragement from management is necessary for a successful change process as per Kotter's (1995) model. As illustrated in the results, the organizations of this study had several ways to motivate their teachers for intercultural learning and competence development. For example, education in its many forms was mentioned by all organizations as a motivational means, but also teachers' real life multicultural encounters in their own organizations. Moreover, it was revealing that even though there were purely financial incentives offered, and indeed used, they were ignored by

the teachers (except one interviewee). This was already the second case in point of this study, where money itself was not an answer to managerial challenges.

As to the other theme of this step, visibly recognizing and rewarding the progress of teachers' intercultural competence development by management, there was less to be reported. For example, as stated above, changes in teachers' intercultural competence did not reach assessment procedures as a special competence in any of the organizations. Accordingly, rewarding intercultural competence growth was restricted to limited procedures. Moreover, teachers did not recognize any rewarding for intercultural competence development. Comparing these results with the change model, there was a large discrepancy to be seen. Consequently, leading teachers' intercultural competence did not correspond to the model. Chains of short term achievements were not consciously created or rewarded in order to build faith in the change process.

In this study, this phase of the process could be regarded as quite a challenge to organizations' management, as to Kotter's (1995) model, its idea is to recognize and reward visibly all efforts towards the preferred vision, in this case towards a change in intercultural competence. A reason to explain this might be that the leading change model matches American style rewarding practices which are slightly different from a more abstinent Finnish culture.

The 7th Step

The seventh step of the leading change process focuses on consolidating improvements and producing still more changes. Kotter's (1995) model as applied to the educational context was explored from three points of view. Firstly, the importance of challenges concerning teachers' intercultural competence development was compared to their other competence challenges. Referring to the results ahead, the principals had two oppositional perspectives for this theme. Principals who esteemed intercultural challenges *crucially important* followed the idea of the model, whereas those, who replied differently, were not seen to follow the model. Furthermore, some nuances were also read on the comments that referred to Kotter's warning about declaring the victory too soon.

It was also remarkable that despite all education managers' positively loaded opinions, the teachers themselves rated the importance of their intercultural competence challenges less or not important compared to their other challenges. Important questions arise where teachers' less valued opinions came from; and were they perhaps connected with unclear goals regarding their competence requirements as explained earlier. Or could teachers' valuation perspectives arise from the observations noted on the previous steps. For example, a sense of not having received enough mental support for intercultural competence development, or the competence not being assessed or visibly rewarded by management, when gained. This can be regarded as a challenge for management to find out answers to the questions.

Recruiting new teachers into educational organizations paralleled the model's idea of refreshing the change process with new themes and people (Kotter 1995). As regards to the results, the principals identified some recruiting criteria relating to intercultural competence, but these were not prioritised. Thus basically none of the organizations required such recruiting criteria for teachers' intercultural competence as the concept was understood in this study. This result was also supported by teachers' unawareness of any criteria as such.

The 8th Step

The eighth step of the leading change model (Kotter 1995) institutionalizes the changes that were made throughout the previous steps in reality. When applied to the educational context, this last step would mean managements' organizational efforts to integrate the changes made due to multiculturalism and the results achieved in teachers' intercultural learning and competence development to concern all in the organizations. However, within this study's timeframe it was not possible to report that. Instead, organizations' representatives' visions about teachers' intercultural competence in the future were charted.

According to the results, an increasing demand on teachers' intercultural competence in the future was widely recognized in all organizations. In general, understanding multiculturalism and its impact on learning was seen as a natural part of teachers' competence by the principals. As to education managers, they suggested that multiculturalism was perceived as a natural part of societies and organizations without a need to specify it any further. Teachers themselves highlighted openness and sensitivity on interactive multicultural encounters. All in all, a more tolerant, strongly change oriented and interculturally competent pedagogue was seen teaching and giving his/her guidance and support in a multicultural and digitalized educational context in the future. The visions above are very much in line with Paaso's (2010: 296–298) perspectives in her study about secondary vocational teachers' competence needed in the year 2020.

6.3. Consideration with ideas for future research

John P. Kotter's (1995) leading change model as applied to leading teachers' intercultural competence in vocational education organizations has come to its final phase here. Despite its grounding in the business context, employing the model as a conceptual tool worked well on in the educational context of this study. To start with, it offered framework for gathering real-life data from the three public and one private vocational education organizations in Finland. Next, reporting the results through the model's eight steps provided a useful means to clearly convey to the reader how multiculturalism and its requirements for teachers' intercultural competence were taken into account in managing the chosen four Finnish vocational education organizations. And finally, by working through each step in the model, it enabled the most important challenges for management in relation to multiculturalism and teachers' intercultural competence to be identified and considered.

John P. Kotter's (1995) leading change model worked less well on a practical level when applied to the educational context of this study. Referring to the findings of the research, overall it can be said that multiculturalism and its requirements for change in teachers' intercultural competence were acknowledged by all the case organizations;

however the intercultural competence was not prioritized as a primary competence requirement for teachers by any of the organizations. The findings support Virtanen and Stenvall's perspectives of how disparities and change transform public organizations, their structures and their ways of accomplish the duties given (2014: 15). Further, management's leading of change in teachers' intercultural competence was not fully in line with Kotter's model in any organization in this study. Instead, of specific goals being set, teachers' intercultural learning and competence development was integrated into general managing, each organization by its own intensity and style. Nonetheless, the findings are in line with Raasumaa's (2010: 275, 261) views of intercultural competence as part of human capital can be approached by change theories in educational contexts.

This master's thesis identifies and describes the rich diversity concerning multiculturalism and its requirements for teachers' intercultural competence. Owing to that diversity, it was not possible to formulate any generalized results from this study. Rather, it opens up new ideas for future research. In particular, it is suggested that further study concerning the managerial challenges at the fifth step of Kotter's change model, empowering people to overcome obstacles when heading towards the vision, would be valuable, as based on this thesis, this fifth step revealed most of the challenges with few problems remaining unsolved in the educational contexts.

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APPENDICES

APPENDIX 1. The interviewees.

1. 1st Principal interviewed in Helsinki on the 27th February 2015
2. 1st Education manager interviewed in Helsinki on the 27th February 2015
3. 1st Teacher interviewed in Helsinki on the 27th February 2015
4. 2nd Principal interviewed in Helsinki on the 4th March 2015
5. 2nd Education manager interviewed in Helsinki on the 6th March 2015
6. 2nd Teacher interviewed in Helsinki on the 6th March 2015
7. 3rd Teacher interviewed in Kuopio on the 20th March 2015
8. 3rd Principal interviewed in Kuopio on the 20th March 2015
9. 3rd Education manager interviewed in Kuopio on the 20th March 2015
10. 4th Principal interviewed in Seinäjoki on the 27th March 2015
11. 4th Teacher interviewed in Seinäjoki on the 27th March 2015
12. 4th Education manager interviewed in Seinäjoki on the 31st March 2015

APPENDIX 2. The interview questions in Finnish.

HAASTATTELUKYSYMYKSET

1. Mitä monikulttuurisuus merkitsee oppilaitoksellenne muutamalla yksittäisellä sanalla kuvattuna?
2. Miten monikulttuurisuus näkyy omassa työssänne?
3. Kuka on mielestänne vieraskulttuuritaustainen henkilö?
4. Miten te määrittelisitte termin kulttuurienvälisyysosaaminen / interkulttuurinen kompetenssi?
5. Tällä hetkellä, oppilaitoksen ulkopuolella, minkälaisia monikulttuurisuuden merkkejä on aistittavissa, jotka mahdollisesti vaikuttavat opettajan työhön pidemmällä aikavälillä? Miten ne vaikuttavat?
6. Tällä hetkellä, oppilaitoksen sisäpuolella, minkälaisia monikulttuurisuuden merkkejä on aistittavissa, jotka mahdollisesti vaikuttavat opettajan työhön pidemmällä aikavälillä? Miten ne vaikuttavat?
7. Miten opettajat itse suhtautuvat kulttuurienvälisyysosaamisen haasteisiin?
8. Laajasti ottaen, mitä kaikkea oppilaitoksessa on tähän mennessä tehty monikulttuurisuuden haasteisiin liittyen? Eli tällä kysymyksellä haetaan niitä konkreettisia muutoksia joita monikulttuurisuudesta on seurannut oppilaitoksenne vakiintuneisiin toimintatapoihinne?
9. Edellisen lisäksi, tuleeko vielä mieleen jotain kehittämistoimia, joita on tehty opettajien kulttuurienvälisyysosaamiseen liittyen?
10. Minkälaisia esteitä opettajien kulttuurienvälisyysosaamisen kehittämisessä on mahdollisesti tullut vastaan?
11. Miten esteiden kanssa on toimittu?
12. Kuvailkaa esteitä, joihin ei ole löytynyt ratkaisua, mikäli sellaisia on.
13. Minkälaisia tavoitteita oppilaitoksessa jo työskentelevien opettajien kulttuurienvälisyysosaamiselle on asetettu?
14. Keitä opettajia tavoitteet koskevat, veloitetaanko kaikkia?
15. Miten opettajia kannustetaan vahvistamaan ja lisäämään kulttuurienvälisyysosaamistaan?
16. Miten opettajien kulttuurienvälisyysosaamiseen liittyvien tavoitteiden saavuttamista arvioidaan?
17. Palkitaanko tai juhlistetaanko saavutuksia?
18. Millä tavoin muutosmyönteisiä henkilöitä on hyödynnetty organisaatiossa?
19. Missä kaikkialla opettajien kulttuurienvälisyysosaamisesta kommunikoidaan virallisella tasolla?
20. Missä kaikkialla opettajien kulttuurienvälisyysosaamisesta kommunikoidaan epävirallisella tasolla?
21. Miten tärkeänä pidätte opettajien kulttuurienvälisyysosaamisen haasteita suhteessa muihin haasteisiin oppilaitoksessa?
22. Miten merkittäväksi arvioisitte opettaja-/asiantuntijavaihdon oppilaitoksellenne?
23. Miten kulttuurienvälisyysosaaminen huomioidaan rekrytoimalla uusia opettajia oppilaitokseen?
24. Rehtorin/koulutuspäällikön/opettajan näkökulmasta, millainen on tulevaisuuden oppilaitoksenne monikulttuurisuuden suhteen?

APPENDIX 3. The interview questions in English

INTERVIEW QUESTIONS

1. Explain what multiculturalism means to your educational organization if described by 3 words?
2. How does multiculturalism become apparent in your work in the educational organization?
3. What do you think, who is someone with “a diversity background”?
4. How would you define intercultural competence?
5. Are there any signals to be seen outside of the education organization at this moment, which would require changes related to teachers’ intercultural competence? What are they?
6. Are there any signals to be seen inside of the education organization at this moment, which would require changes related to teachers’ intercultural competence? What are they?
7. How do teachers themselves react to the challenges concerning their intercultural competence?
8. What kind of activities or changes has your organization done related to challenges due multiculturalism?
9. What kind of activities has your organization done related to challenges due teachers’ intercultural competence development?
10. Are there any possible obstacles found concerning teachers’ intercultural competence development? If yes, what are they?
11. How have the possible obstacles been handled?
12. Were there any possible obstacles that remained unsolved?
13. Does your education organization have a set vision or concrete goals for teachers’ intercultural competence for those who already are employees of the organization? What are they?
14. Who are the teachers that the visions or goals were set for; are all teachers obligated?
15. How are teachers motivated to increase and develop their intercultural competence?
16. Is achieving goals concerning teachers’ intercultural competence development assessed? If so, how?
17. Are the goals achieved regarding intercultural competence rewarded and celebrated? If yes, how?
18. How have multicultural-friendly teachers been utilized in the organization?
19. Where or what is officially communicated about teachers’ intercultural competence?
20. Where or what is unofficially communicated about teachers’ intercultural competence?
21. How important do you find the challenges related to teachers’ intercultural competence compared to other challenges the education organization has at the moment?
22. How important do you find the teacher/specialist exchanges for your education organization?
23. Does your education organization have any criteria for intercultural competence when recruiting new teachers, and if so what are they?
24. Does your organization provide other than the teaching staff with education about intercultural learning/competence?
25. From the point of view of principal/education manager/teacher, what is your interpretation of teachers’ intercultural competence in your organization in the future?

APPENDIX 4. Kotter's leading change model covered by the interview questions.

[illegible]